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ABSTRACT

Materials are provided for two competency-based educational courses in Typing I and II for the community college level. The first course covers the touch method operation of the typewriter; the second covers the extension of the touch method and develops such skills as production of business letters, manuscripts, carbon copies, tabulation, tables, and business and financial forms. Proficiency tests for both courses are found at the beginning of the publication. Contents of the Typing I course include teacher's tips (necessary materials, equipment, and individual unit instructions), orientation materials for secretarial study labs, a course description (course objectives, a content outline for both courses, a list of supplies, and evaluation information), and 75 lessons. Competency sheets, job sheets, check sheets, charts, and/or scales may be provided for each lesson. The Typing II course contains teacher's tips, a course description, and 75 lessons. Competency sheets, job sheets, check sheets, and/or preparations for pretests are given for each lesson. Competency sheets in both courses provide the following information: unit title, competency, performance objective, a check list of learning activities, and an evaluation. (YLB)

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COMPETENCY BASED VOCATIONAL EDUCATION

TYPING I AND TYPING II

BY

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WOR-WIC TECH COMMUNITY COLLEGE

SECRETARIAL SCIENCE DEPARTMENT

PROFICIENCY TEST - - - TYPING I

1.	General Knowledge Objective Test	25 points
2.	Five-Minute Straight-Copy Timing	15 points
3.	Business Letter	15 points
4.	Interoffice Communication	15 points
5.	Three-Column Table	15 points
6.	One-Page Unbound Manuscript	15 points
	TOTAL	100 points

Minimum Passing Score 70 points or 70%

PROFICIENCY EXAM

Typing I
SES 101

Student's Name_____

Directions: Place the letter of the correct answer in the space provided at the beginning of the sentence.

_____1. A horizontal inch of elite type has (a) 8 spaces, (b) 10 spaces, (c) 12 spaces.

_____2. To center a 60-space line horizontally on a sheet of paper 8½" wide, set the left margin stop at (a) 30, (b) 35, (c) 40 spaces to the left of the horizontal center of the paper.

_____3. To type with single spacing, set the line-space regulator on (a) 1, (b) 2, (c) 3.

_____4. To leave 2 blank line spaces between lines when the line-space regulator is set for single spacing, operate the carriage return lever or key (a) once, (b) twice, (c) 3 times.

_____5. A horizontal inch of pica type has (a) 8, (b) 10, (c) 12 spaces.

_____6. (a) Space once, (b) Space twice, (c) Do not space after a period used at the end of an abbreviation.

_____7. After a period that ends a sentence, except at the end of a line, space (a) once, (b) twice, (3) 3 times.

_____8. After internal periods used in abbreviations, (a) space once, (b) space twice, (c) do not space.

_____9. After a semicolon used as punctuation, except at the end of a line, (a) space once, (b) space twice, (c) do not space.

_____10. After a comma within a line, (a) space once, (b) space twice, (c) do not space.

_____11. After a colon used to separate hours and minutes in stating time, (a) space once, (b) space twice, (c) do not space.

_____12. After a colon used to introduce a series, (a) space once, (b) space twice, (c) do not space.

_____13. Between a whole number and a fraction typed with a diagonal, (a) space once, (b) space twice, (c) do not space.

_____14. After a hyphen used to connect 2 parts of a compound word, (a) space once, (b) space twice, (c) do not space.

_____15. After a dash, (a) space once, (b) space twice, (c) do not space.

_____16. Before a dash, (a) space once, (b) space twice, (c) do not space.

_____17. A dash is typed with 2 (a) spaces, (b) hyphens, (c) colons.

_____18. The symbol # used before a figure stands for (a) space, (b) no., (c) lbs.

_____19. The symbol # used after the figure stands for (a) space, (b) no., (c) lbs.

_____20. After an exclamation point at the end of a sentence, except when it ends a line (a) space once, (b) space twice, (c) do not space.

_____21. Before and after typing the +, (a) space once, (b) space twice, (c) do not space.

_____22. Before and after typing the =, (a) space once, (b) space twice, (c) do not space.

_____23. To center a line horizontally, backspace from the center (a) once for each letter and space in the line, (b) once for every two spaces (or letter and space) in the line, (c) twice for every two letters (or letter and space) in the line.

_____24. To type outside the left or right margin, depress the (a) carriage-release lever, (b) paper-release lever, (c) margin release key.

_____25. If 25 double-spaced lines of copy are to be centered vertically on a full sheet of paper, begin typing on line (a) 9, (b) 11, (c) 42.

_____26. To center 29 lines on a full sheet of standard paper, you would start on line (a) 21, (b) 19, (c) 18.

_____27. To center 9 double-spaced lines of typing on a half sheet of standard paper, you would start on line (a) 8, (b) 10, (c) 7.

_____28. Between the main heading and body of the copy, there should be (a) single spacing, (b) double spacing, (c) triple spacing.

_____29. To type enumerations outside the left margin, depress the (a) backspace key, (b) margin release key, (c) margin reset key.

_____30. The indention steps in outlines are the same number of spaces as the indentions in (a) enumerations, (b) bibliographies, (c) scripts.

_____31. If a table includes both one- and two-line column headings, align the headings (a) at the top, (b) at the bottom, (c) either top or bottom for it doesn't matter which.

_____32. Center Ohio over John Tipple by indenting Ohio (a) 7 spaces, (b) 4 spaces, (c) 3 spaces.

_____33. Divide acknowledge best as (a) acknowl-edge, (b) acknow-ledge, (c) ac-knowledge.

_____34. The salutation of a business letter should be preceded and followed by (a) 1 single blank line space, (b) 2 blank line spaces, (c) 3 blank line spaces.

_____35. Between the body of the letter and the complimentary close (a) single space, (b) double space, (c) triple space.

_____36. A business-letter salutation is followed by (a) a dash, (b) a colon, (c) a comma.

_____37. An attention line in a business letter may be (a) blocked at the left margin, (b) typed in lower case letters, (c) spaced one blank line below the salutation.

_____38. A subject line of a business letter may be (a) centered, (b) blocked at the left margin, (c) typed in all caps, (d) typed in capital and small letters, (e) any of the statements a through d.

_____39. When the company name is typed in the closing lines of a business letter, it is (a) underlined, (b) typed in cap and lower case letters, (c) typed in all capitals.

_____40. When a blind carbon copy notation is used in a business letter, it is (a) typed only on the original letter, (b) typed only on the copies, (c) typed on both the original and the copies.

_____41. To raise or lower the line of writing, operate the (a) paper release, (b) line-space regulator, (c) variable line spacer.

_____42. When the dictator's name is typed in the closing lines of a letter, his initials (a) should be, (b) should not be, (c) may be typed in the reference line.

_____43. The correct order of reference lines is (a) reference initials, enclosures notation, cc notation; (b) reference initials, cc notation, enclosure notation; (c) enclosure notation, cc notation, reference initials.

_____44. A large envelope is referred to as a No. (a) 6 3/4, (b) 8 1/2, (c) 10 envelope.

_____45. Type personal notation on envelopes (a) in all capitals and underline, (b) by capitalizing the first letter of each word and underline, (c) either in all capitals or initials and underline.

_____46. Letter addresses, regardless of number of lines, are (a) single spaced, (b) double spaced, (c) triple spaced.

_____47. The first machine adjustment for typing a table is (a) move carriage (carrier) to center of paper, (b) decide on spacing between columns, (c) move margin stops to ends of scale and clear all tab stops.

_____48. To set the left margin stop for the horizontal placement of columns, (a) backspace from center of paper once for each 2 strokes in the longest line of each column and for each 2 spaces to be left between columns; (b) space forward from center of paper once for each 2 strokes in the longest line of each column and for each 2 spaces to be left between columns; (c) backspace from center of paper once for each stroke in the longest line of each column and for each 2 spaces to be left between columns.

_____49. To set the first tab stop, (a) space forward from the left margin once for each stroke in the longest line of the first column, (b) space forward from the left margin once for every 2 strokes in the longest line of the first column and for every 2 spaces and to be left between the first and second column, (c) space forward from the left margin once for each stroke in the longest line of the first column and for each space to be left between the first and second column.

_____50. The number of tab stops for a 3-column table is (a) 1, (b) 2, (c) 3.

_____51. Between the main heading of a table and the column entries (a) single space, (b) double space, (c) triple space.

_____52. Between the main heading and the secondary heading in a table (a) single space, (b) double space, (c) triple space.

_____53. Between a secondary heading and the column heading or entries in a table (a) single space, (b) double space, (c) triple space.

_____54. The bottom margin on all manuscript pages should be approximately (a) 1", (b) 1½", (c) 2".

_____55. The top margin for the second and subsequent pages of a left-bound or an unbound manuscript should be (a) 1", (b) 1½", (c) 2".

_____56. Manuscripts are usually (a) single spaced, (b) double spaced, (c) triple spaced.

_____57. After the main heading of a manuscript (a) single space, (b) doulbe space, (c) triple space.

_____58. To position the platen for typing a footnote reference number, use the (a) line space regulator, (b) variable line spacer, (c) ratchet-release lever.

_____59. Footnotes should be (a) single spaced, (b) double spaced, (c) triple spaced.

_____60. Between footnotes (a) single space, (b) double space, (c) triple space.

True or False

Directions: If a statement is true, write True in the space provided for the answer. If a statement is not true, write False in the space provided.

_____61. The scale across the cylinder mark off vertical spaces.

_____62. The scale across the cylinder mark off horizontal spaces.

_____63. 50 is the only scale point that could be used as the centering point.

_____64. By adjusting the paper guide you can make the center of the paper come where you want it to be.

_____65. Using 50 as the center point and setting the left margin for a 70-space line, you would set the margin at 15.

_____66. To determine the setting of the right margin stop, add 70 plus an extra 5 spaces to allow for the warning bell.

_____67. To center a 10-letter word, you would backspace 5 spaces from the center.

_____68. In standard spacing there are 10 lines to a vertical inch.

_____69. There is a total of 33 lines on a half sheet of paper.

_____70. A top margin of 2 inches would require leaving 13 blank lines.

_____71. Using a sheet of paper 6 inches long, you would have 36 lines available.

_____72. A title or heading is usually followed by 3 blank lines.

_____73. Column headings are set off from their column bodies by underscores and by 1 blank line.

_____74. To center a 20-line double-spaced essay, plus a one-line title, on a full page, the typist should begin on line 12.

_____75. An attention line in a business letter usually follows the salutation and is preceded and followed by one blank line.

5-Minute Timed Writing

Directions: Use a 70-space line; DS; 5-space paragraph indention

All letters are used.

	5' GWAM	Total Words
Almost every citizen or resident of this country who receives an	3	13
income or has earnings during the year must file a federal income tax	5	27
return. As a full-time student, you should be aware of your rights and	8	41
responsibilities as a taxpayer, whether you are now paying an income tax	11	56
or will be in the immediate future. It is true that some people do not	14	70
desire to pay a tax on income or earnings. Nevertheless, the well-	17	84
informed citizen should become acquainted with the logic and reasons	20	98
for paying taxes in this country.	21	104
One of the main objectives of a tax on income is to supply basic	23	117
services for the people of a nation. A tax is supposed to buy services	26	132
for the public that would be too costly and quite difficult to get from	29	146
independent channels; such services may include schools, police, and	32	160
fire. The services are less expensive to the individual person through	35	174
taxation than they would be through private sources. The citizens of a	38	189
nation should know the cost of the public services before they proclaim	41	203
that taxation on income is unjust. All individuals should take an active	44	218
role in the ways that taxes are expended in order to help prevent waste	46	227
and to use the tax dollar more wisely.	48	240

SES 101 TYPEWRITING I

Production Test

There are four problems to be completed in this production part of the test. You will be given 1 hour 15 minutes to complete this part of the test. Neat erasures are permitted. Return the complete package to the examination monitor.

Problem 1

Complete the unarranged letter, problem 1 in the attachment. Use your reference initials.

Problem 2

Complete table, problem 2 following directions.

Problem 3

Complete the interoffice memo, Problem 3 in the attachment. Use your reference initials.

Problem 4

Type one page of the manuscript, problem 4 in the attachment.

Problem 1: Business Letter

Plain paper; modified block; mixed punctuation;

Current date on Line 18 ¦ Mrs. Frank Pons |
524 Walker Street, S.W. ¦ Vienna, VA 22180
Dear Mrs. Pons (¶ 1) The Admore Savings and Loan Association found 19-- to be a most significant year. Continuous growth through the years and the resultant need for additional space have made necessary larger main office headquarters. We moved into our new building at 7201 Bertalot Boulevard last week. Although our new home is quite different from our former one, we hope you will agree that we are still the same friends who have served you for many years. (¶ 2) For your added convenience, the Eastern Burke Branch was opened in late February. The closeness of this branch to the central business district is an advantage. (¶ 3) On behalf of the Association, I wish to thank you, Mrs. Pons, for your continued confidence and loyalty. Sincerely yours ¦ Trelles G. Case | President and Managing Trustee ¦ xx |

Problem 2, Table

Full Sheet; leave 6 spaces between columns; DS body

LOUISIANA DEVELOPMENT CORPORATION

Roster of Corporate Officers

Officer	Title	Room Number	Telephone Number
Robert T. Finch	Chairman	31	3576
Manuel Alvarez	President	38	3872
Laura Blanford	Vice President	36	3956
Roger Y. Tew	Controller	47	4203

Problem 3

Type the following interoffice memo on a plain sheet of paper.

Memorandum

TO: All Foremen
Production Department

FROM: James E. Hall
Production Manager

SUBJECT: Safety

DATE:

The worker injury reports from last month have been compiled for the Production Department. While it is true that all the plant accidents have been minor, there is real concern for the number of careless incidents that occur. I believe that most of these minor injuries would be avoided if proper safety measures are enforced.

Urge your workers to be safety conscious. The safety hats, glasses, gloves, and shoes must be worn at all times in the plant. Safety rules are for the good of the workers.

urs

WOR-WIC TECH COMMUNITY COLLEGE

SECRETARIAL SCIENCE DEPARTMENT

PROFICIENCY TEST - - - TYPING II

1.	General Knowledge Test	25 points
2.	Five-Minute Straight-copy Timing	15 points
3.	Interoffice Memo or Business Form	15 points
4.	A table	15 points
5.	Two-page unbound manuscript with footnotes	15 points
6.	Business Letter	15 points
	TOTAL	100 points

Minimum Passing Score 70 points or 70%

TYPEWRITING II

PROFICIENCY EXAMINATION

CONTENTS

5 minutes straight copy -

Type for five minutes without interruption. At the end of the writing, circle all errors. Place a mark at the sixth error and compute the number of words typed to that point.

Problem I

1 Invoice - type the invoice on the form provided.

Problem II

1 Business letter with special lines

Type this letter in proper form on a full page with on carbon copy and one envelope.

Problem III

1 Table

Type as indicated

Problem IV

1 two-page manuscript

Type as indicated

1 theory test

INSTRUCTIONS

Warm up by using the practice material provided for five minutes. Instructor will indicate when to begin the actual test.

PRACTICE MATERIALS

All letters are used.

¶1
1.5 SI
5.6 AWL
80% HFW

Many people believe that their dreams can have unique results. Thoreau said that if one moved in the direction of his dreams and really tried to live the life he had imagined, he would meet with unexpected success. A dream can make the impossible possible if you do work diligently. You must stay awake and make it come true, however.

¶2
1.5 SI
5.6 AWL
80% HFW

A right idea consciously and persistently held in mind tends to be realized. Frequently, time is needed to have an idea develop; but it will be realized--of that you can be sure. The power of positive thought is far more than a clever slogan: It is latent power that can make the unusual happen. Clear thinking underlies this power.

¶3
1.5 SI
5.6 AWL
80% HFW

Things that happen to us are consequences, not coincidences. Once a person believes that he can control circumstances by learning to apply his thinking powers consciously, he can become master of his fate. No one is justified in feeling that opportunity comes only by chance. "As a man thinks in his heart, so is he" is a principle that has been tested many times by men of every nation.

1' GWAM | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
5' GWAM | 1 | 2 | 3 |

GWAM 1'	GWAM 5'	
13	3	45
27	5	48
41	8	51
54	11	54
67	13	55
13	15	59
27	19	61
41	22	64
57	25	67
67	27	69
13	30	72
28	33	75
42	35	78
57	38	81
71	41	84
72	43	83

FIVE-MINUTE TIMED WRITING

Use a 70-space line; DS; and a 5-space paragraph indention.

All letters are used.

	GWAM 1'	GWAM 5'
Business letters are an effective form of communication, but they	12	2	40
are an expensive form as well. One management consultant has calculated	23	6	43
the cost of a typical letter to run as high as fifteen dollars. Others	42	8	46
use a lesser sum, but it cannot be denied that letters cost money. Much	27	11	69
of their cost is attributable to the wages of people engaged in letter	37	14	72
writing. It seems reasonable to assume, then, that the less time it	42	17	74
takes to get out a letter, the less expensive it will be.	53	19	77
When an executive writes a letter, a portion of his salary becomes	13	22	79
part of its cost. The same principle applies to the work of a typist	27	25	82
or to anybody else who contributes to the letter. Of course, costs for	42	28	85
all other charges, such as paper, postage, light, heat, rent, and depre-	56	30	90
ciation on machinery, must also be counted. Although none of these	72	33	91
costs taken singly seems to be of major importance, together they add	84	36	93
up to a significant figure as the cost for one letter.	95	38	96
Typically, an office function will at some time be stated as a	13	41	98
dollar figure, as an expense item. Most businessmen assume that an	24	43	101
office function is an investment that will in time pay for itself. If,	40	46	104
upon analysis, a function is found to be so expensive that it is not	54	49	106
returning an amount that is at least equal to its cost, that function	68	52	109
will be ended and some other, more profitable activity substituted. A	83	55	112
firm makes profit from efficient procedures as well as from its sales.	97	57	115

1' GWAM | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |

5' GWAM | 1 | 2 | 3 |

PROBLEM I - Invoice

ALL-SEASON
SPORTING GOODS
1983 Durand Avenue Racine, WI 53403

TO: Mr. Albert P. Garcia
2608 Lakeview Drive
Kenaska, WI 53140

DATE: August 1, 1981 INVOICE NUMBER:

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
1	Cannard Model 50 tennis table	48.97	48.97
6	Table tennis balls	.24	1.44
1	Table tennis paddle and net set	8.65	8.65
1	Pair of jogging shoes	18.50	18.50
1	Wicker bicycle basket	3.49	3.49
	AMOUNT DUE		81.05
	4% SALES TAX		3.24
	TOTAL AMOUNT DUE		84.29

PAY LAST AMOUNT IN THIS COLUMN

CUT ALONG THIS LINE

BUSINESS LETTER

Problem 2

Type the following letter on a plain sheet of paper. Style--Blocked. Body--119 words. Special--Read through the letter and insert all punctuation, capitalization, or any other necessary information.

mr. james r guina ... mail promotion ... inc ... 189 chestnut street ... white plains ... ny 10603 ... This is a "dear jim" letter; make a carbon for Mr Bradley, please, and center the subject line subject: promotion pieces.

as i promised ... here are the double postal cards and display letter for use in the phonemate campaign. (1) for the NE/K mailing list ... please print 500 of the "dear business leader" card ... the addresses belong where i inserted the xeroxed address ... (2) for the NE/BC mailing list ... print 350 of the "dear business teacher" card ... addresses belong where i show the calvin business school address ... (3) for the NE/T mailing list ... print 250 of the display letter ... give them a two-fold ... and mail them in our new yellow envelopes with the new design ... as you know ... jim ... we are already behind schedule in this campaign ... so any time you can help us pick up will be appreciated greatly ... cordially yours ... and all the usual notations.

TABLE

Problem 3

Center and type the following boxed table with braced headings on a full sheet of paper.

TENURE OF PRESENT FACULTY

Years	Numbers			Percent
	Male	Female	Total	
0-5	6	3	9	11.8
6-10	10	15	25	32.9
11-15	4	7	11	14.5
16-20	5	8	13	17.1
21-25	3	5	8	10.5
26-UP	4	6	10	13.2
TOTAL	32	44	76	100.0

MANUSCRIPT

Problem 4

Type the following copy as a 2-page manuscript to be bound at the left. Center the title over the line of writing. Number footnotes consecutively, typing each one on the same page as its reference number.

HINTS ON MAKING A SPEECH

(¶ 1) The person who says that he does not get panicky when he gets up to talk to an audience is simply not telling the truth. To be fearful is natural when one is confronted by the unknown. Will the audience like me? Will there be interest in my subject? Can I put my talk over? These and other questions will race through your mind. The net result is panic at the podium. Here are some suggestions for minimizing that panicky feeling and for giving an interesting talk.

Overcoming Fear

(¶ 2) Know your subject. Elson and Peck state that the best way to conquer fear is by complete preparation.[1] Select for your subject some event with which you are very familiar, or take plenty of time to gather material on a new subject. Make that material part of your life by relating it, with examples, to your own experience. If you do this, you won't fail to gain the self-confidence you need. (¶ 3) Make contact with your audience. Fear of his audience indicates a self-centered speaker. He can reduce a good talk to shreds. At the outset, ask the members of your audience if they can hear you clearly or see any exhibits you may be using. This technique takes the spotlight off you and places it on the audience. (¶ 4) Be yourself. Another way to minimize fear in speaking is to be yourself. Talk from your own background, honestly and enthusiastically. As Lamers and Staudacher state the case: "Have the courage to be yourself. Give your speech your way. If you make it an enjoyable experience for yourself, your listeners will share your enjoyment."[2]

Making Your Talk Interesting

(¶ 5) Be concrete. An interesting speech informs. Monroe and Ehninger say that it should be packed with facts and references to actual experiences and events. Be careful of becoming too detailed. Use round numbers; select important data. Leave out irrelevant and minute details and incidents.[3] (¶ 6) Be clear. Confine your speech to three or four main points; and develop each one in clear, easily understood language. Whenever possible, use charts and diagrams to add clarity to your talk. (¶ 7) Use humorous stories. Generally, no tool of speech making is more helpful than is good humor. Prochnow and Prochnow warn, however, that a story must always relate itself directly to the discussion.[4] Never use an unrelated story to wake up an audience--that's best done by waking up the speaker.

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[1] E. F. Elson and Alberta Peck, The Art of Speaking (2d ed.; Boston: Ginn and Co., 1966), p. 37. (23 words)

[2] William M. Lamers and Joseph M. Staudacher, The Speech Arts (Chicago: Lyons and Carnahan, 1966), p. 5. (35 words)

[3] Alan H. Monroe and Douglas Ehninger, Principles of Speech (5th ed.; Chicago: Scott, Foresman and Co., 1964), p. 180. (32 words)

[4] Herbert V. Prochnow and Herbert V. Prochnow, Jr., The Speaker's Treasure Chest (Rev. ed.; New York: Harper & Row, 1964), p. 49. (31 words)

TWO-PAGE LEFTBOUND MANUSCRIPT WITH FOOTNOTES

Problem 3

Type the following copy as a 2-page manuscript to be bound at the left. Center the title over the line of writing. Number footnotes consecutively, typing each one on the same page as its reference number. (Reference: pages 113-114)

Use your stroke and line-space ruler as a guide in placing the heading on the first page, the page number (*folio*) on the second page, and the footnotes.

HINTS ON MAKING A SPEECH

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(¶ 2) Know your subject. Elson and Peck state that the best way to conquer fear is by complete preparation.[1] Select for your subject some event with which you are very familiar, or take plenty of time to gather material on a new subject. Make that material part of your life by relating it, with examples, to your own experience. If you do this, you won't fail to gain the self-confidence you need. (¶ 3) Make contact with your audience. Fear of his audience indicates a self-centered speaker. He can reduce a good talk to shreds. At the outset, ask the members of your audience if they can hear you clearly or see any exhibits you may be using. This technique takes the spotlight off you and places it on the audience. (¶ 4) Be yourself. Another way to minimize fear in speaking is to be yourself. Talk from your own background, honestly and enthusiastically. As Lamers and Staudacher state the case: "Have the courage to be yourself. Give your speech your way. If you make it an enjoyable experience for yourself, your listeners will share your enjoyment."[2]

Making Your Talk Interesting

(¶ 5) Be concrete. An interesting speech informs. Monroe and Ehninger say that it should be packed with facts and references to actual experiences and events. Be careful of becoming too detailed. Use round numbers; select important data. Leave out irrelevant and minute details and incidents.[3] (¶ 6) Be clear. Confine your speech to three or four main points; and develop each one in clear, easily understood language. Whenever possible, use charts and diagrams to add clarity to your talk. (¶ 7) Use humorous stories. Generally, no tool of speech making is more helpful than is good humor. Prochnow and Prochnow warn, however, that a story must always relate itself directly to the discussion.[4] Never use an unrelated story to wake up an audience--that's best done by waking up the speaker.

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[1] E. F. Elson and Alberta Peck, The Art of Speaking (2d ed.; Boston: Ginn and Co., 1966), p. 37. (23 words)

[2] William M. Lamers and Joseph M. Staudacher, The Speech Arts (Chicago: Lyons and Carnahan, 1965), p. 5. (25 words)

[3] Alan H. Monroe and Douglas Ehninger, Principles of Speech (5th ed.; Chicago: Scott, Foresman and Co., 1964), p. 180. (28 words)

[4] Herbert V. Prochnow and Herbert V. Prochnow, Jr., The Speaker's Treasure Chest (Rev. ed.; New York: Harper & Row, 1964), p. 49. (31 words)

PROFICIENCY EXAM

TYPING II
Course #151

Student _____

Directions: Select the right answer to each statement. Write the letter of the correct answer in the space provided at the beginning of each sentence.

_____1. When typing the return address on a personal business letter, place it (a) above the date, (b) below the date, (c) neither a or b.

_____2. The attention line in a letter is typed (a) above the salutation, (b) below the salutation, (c) below the address, (d) both a and c.

_____3. The subject line in a letter may be (a) blocked, (b) indented the same as paragraphs, (c) centered, (d) any of a through c.

_____4. The carbon copy notation is typed (a) above the postscripts, (b) below the reference initials, (c) below the enclosure notation, (d) all of a through c.

_____5. The notation "bcc" is typed (a) on the original only, (b) on the copies only, (c) on the original and all copies.

_____6. If used, paragraph indentions in letters are usually (a) 3 spaces, (b) 5 spaces, (c) 10 spaces.

_____7. Last thing typed on a letter would be (a) enclosure note, (b) cc note, (c) postscript.

_____8. Use all caps in the closing lines for (a) signer's title, (b) signer's name, (c) company name, if used.

_____9. A personal notation such as "PERSONAL" is typed (a) under the return address on the envelope, (b) under the stamp on the envelope, (c) as the second line of the address on the envelope.

_____10. The standard size "large" business envelope is the (a) No. 6 3/4, (b) No. 10, (c) No. 18 ½.

_____11. On an envelope a 3-line address must be (a) single-spaced, (b) double spaced, (c) triple-spaced.

_____12. An interoffice memo always includes a (a) salutation, (b) subject line, (c) cc line.

_____13. Type the dateline of a new release in (a) the heading, (b) the title, (c) the body.

_____14. A table has a main heading, a subheading, column headings, and 20 typed lines in the body. The body is double spaced on a full sheet. The main heading should be placed on line (a) 9, (b) 10, (c) 11.

_____15. In a table with horizontal rules, the blank space left between the columns is (a) more than, (b) less than, (c) the same as would be left if the table was not ruled.

_____16. Vertical lines in tables are usually (a) underscores, (b) colons, (c) hand-drawn.

_____17. A table with braced headings [headings that identify two or more columns] will usually have (a) horizontal rules lines, (b) vertical rules lines, (c) both kinds of rules lines.

_____18. The second line of an item in a column is indented (a) 5 spaces, (b) 2 spaces, (c) 1 space.

_____19. The footnotes of a manuscript are (a) placed at the bottom of the page on which the reference occurs, (b) single spaced, (c) divided from the body by a line, (d) typed with a blank line between footnotes, (e) all items a through d.

_____20. In a footnote, et al means (a) same book, (b) and others, (c) same author.

_____21. The name of a business form is (a) purchase requisition, (b) purchase order, (c) invoice, (d) credit memorandum, (e) statement of account, (f) voucher check, (g) all of items a through f.

_____22. The date of a telegram is typed in the (a) message heading, (b) message footing, (c) charge box.

_____23. On a bank check, leaders are typed rows of (a) periods, (b) hypens, (c) colons.

_____24. Spell out numbers when they (a) begin a sentence, (b) represent house numbers, (c) are over ten, (d) none of a through c.

_____25. A very important skill for a typist is (a) proofreading for sense, (b) proofreading by comparison, (c) proofreading by verifying, especially with figures, (d) all items a through c.

Problem 4: Unbound Manuscript

LANDSCAPE PLANTING DESIGN

(¶ 1) Planting design is the art and science of selecting and positioning plants in the landscape to achieve the best result from both an aesthetic and a functional or utilitarian standpoint. To achieve the desired results with plants, careful consideration must be given to three basic components of planting design: plant perception, plant requirements or tolerances, and plant uses. (¶ 2) Plant perception. A well-qualified designer must know all the elements of design and understand how to give form and feeling to landscapes in terms of size or mass, shape or form, color, texture, fragrance, dynamics, and sound. The designer is cautioned against considering only the most obvious element, color. *(Double-Indent; SS)* Color, one of the most popular attributes of plants, is too often overemphasized in plant selection. Most plant color is transitory, occurring as flower, fruit, or fall foliage. During the remainder of the year, other physical characteristics must sustain the designer's intent. (¶ 3) Plant requirements or tolerances. Because plants are living organisms, they have certain basic needs and definite ranges of tolerances. If a plan is to be successful, the designer must thoroughly understand such factors as temperature, light, soil, pests, and maintenance. (¶ 4) Plant uses. The justification for using plants in the landscape, especially the urban setting, has all too frequently been attributed to aesthetics. The functional aspects of shading and screening should be added to this reasoning. Robinette also discusses architectural, engineering, and climatological plant uses. (¶ 5) Although planting design is but one phase of landscape architectural design, it is unique because plants are living, growing, ever-changing material that can be used to create useful and beautiful places or spaces for human activity.

WOR-WIC TECH COMMUNITY COLLEGE

MD811331D

TYPING 1

COMPETENCY BASED EDUCATION

TABLE OF CONTENTS

Section

I. TEACHER'S TIPS 1

Introduction 1
Starting the Student Off 1
General Comments 2
Materials Needed 3
Equipment Needed 3
Equipment (continued) 4
Individual Unit Instructions 5
Unit I, II, III,..... 5
Unit IV, V, VI, VII..... 6
Unit VIII, IX, X, XI, XII..... 7
Conclusions 7

II. ORIENTATION TO SECRETARIAL LAB 8

Attendance 8
Lesson Routines 8
Tests 8
Student Attendance Record..... 9

III. CHECKLIST OF STUDENT DUTIES..... 10

IV. CHECKLIST OF STUDENT DUTIES (continued)..... 11

V. COURSE OF STUDY..... 12

Course Description 12
Course Objectives 12
Content Outline 13
Content (continued)..... 14
Instructional Materials, Supplies and Equipment..... 14
Evaluation..... 15
Techniques and Work Habits 15
Timed Writings 15
Problem Typing 15
Problem Typing (continued)..... 16

VI. OBJECTIVES FOR PART 1 (Lessons 1-25)..... 17

Objectives for Part I (continued) ..... 17a.
Competency Sheet 1 18
Job Sheet 1..... 18a.
Check Sheet 1..... 18b.
Competency Sheet 2..... 19

Section (continued)

Job Sheet 2..... 19a.
Check Sheet 2..... 19b.
Competency Sheet 3..... 20
Check Sheet 3..... 20a.
Competency Sheet 4..... 21
Competency Sheet 5..... 22
Competency Sheet 6..... 23
Competency Sheet 7..... 24
Competency Sheet 8..... 25
Competency Sheet 9..... 26
Techniques and Work Habits Rating Scale ..... 26a.
Competency Sheet 10..... 27
Competency Sheet 11..... 28
Competency Sheet 12..... 29
Competency Sheet 13..... 30
Competency Sheet 14..... 31
Competency Sheet 15..... 32
Techniques Rating Scale ..... 32a.
Competency Sheet 16..... 33
Competency Sheet 17..... 34
Competency Sheet 18..... 35
Competency Sheet 19..... 36
Competency Sheet 20..... 37
Competency Sheet 21..... 38
Competency Sheet 22..... 39
Competency Sheet 23..... 40
Competency Sheet 24..... 41
Competency Sheet 25..... 42
Competency Sheet 26..... 43
Competency Sheet 27..... 44
Competency Sheet 28..... 45
Competency Sheet 28 (continued)..... 45a.

VII. OBJECTIVES FOR PART 2 (Lessons 26-50)..... 46

Competency Sheet 29..... 47
Competency Sheet 30..... 48
Competency Sheet 31..... 49
Speed and Accuracy Graph..... 50
Competency Sheet 32..... 51
Error Analysis Chart..... 52
Typing Performance Chart..... 53
Competency Sheet 33..... 54
Competency Sheet 34..... 55
Competency Sheet 34 (continued)..... 55a.
Techniques and Work Habits Rating Scale..... 55b.
Competency Sheet 35..... 56
Competency Sheet 36..... 57
Competency Sheet 37..... 58

Section (continued)

Competency Sheet 38..... 59
Competency Sheet 39..... 60
Competency Sheet 40..... 61
Competency Sheet 41..... 62
Competency Sheet 42..... 63
Competency Sheet 43..... 64
Competency Sheet 44..... 65
Techniques and Work Habit Rating Scale..... 65a.
Competency Sheet 45..... 66
Competency Sheet 46..... 67
Competency Sheet 47..... 68
Competency Sheet 48..... 69
Competency Sheet 49..... 70
Competency Sheet 50..... 71
Competency Sheet 51..... 72
Competency Sheet 52..... 73
Competency Sheet 53..... 74

VIII. OBJECTIVES FOR PART 3 (Lessons 51-75)..... 75

Competency Sheet 54..... 76
Competency Sheet 55..... 77
Competency Sheet 56..... 78
Competency Sheet 57..... 79
Competency Sheet 58..... 80
Competency Sheet 59..... 81
Competency Sheet 60..... 82
Competency Sheet 61..... 83
Competency Sheet 62..... 84
Competency Sheet 63..... 85
Competency Sheet 64..... 86
Competency Sheet 65..... 87
Competency Sheet 66..... 88
Competency Sheet 67..... 89
Competency Sheet 68..... 90
Competency Sheet 69..... 91
Competency Sheet 70..... 92
Competency Sheet 71..... 93
Competency Sheet 72..... 94
Competency Sheet 73..... 95
Competency Sheet 74..... 96
Competency Sheet 75..... 97
Competency Sheet 76..... 98
Competency Sheet 77..... 99

TEACHER'S TIP'S

TYPING I

INTRODUCTION

Before students begin their Typing I course it is important to place them at their appropriate level of competency. It is suggested that one placement test that may be used is the placement test from the Instructor's Management Manual of Gregg College Typing Theory Four, pages B-4 through B-5. This placement test will enable teachers to start students at the level that they are functioning. An alternative is to use an articulation agreement with the area high schools to place students appropriately. A third alternative is to interview the student and to give that student a placement test of your own based on the objectives for each part. Another alternative is to use the progress test for each part as placement tests themselves. This doesn't present a serious problem because some students will never have had any typing and won't need a placement test at all. However, some students will come to you and basically only understand the keyboard. You can place them through the progress test to their appropriate level. If the student does not perform adequately on the progress test they can start from the beginning. By the time they will get to the progress test that they took as a placement test, they will not be that familiar with it and as the tests are not hidden from the students but are available for them to practice at any time it is not revealing anything that is a big secret. Many students who are afraid to test out of a course, if there is a proficiency test available, will none the less look forward to an opportunity to test out of a portion of the class.

STARTING THE STUDENT OFF

The first three competencies in Typing I are meant to acquaint the student with the system and familiarize them with the equipment they will be dealing with s the backscreen projectors are a necessary item it is important that the student can adequately operate those projectors as well as they can operate their typewriter. There are variations among different backscreen projectors and therefore the job sheet for operating the Singer Caramate II may need to be adjusted to the type of backscreen projector you are using.

Competency Sheet 2 and 3 are intended to orient the student to the system and bring them to a level of adjusting the machine properly. If students do not achieve satisfactory ratings on all those areas in the check sheet, have the student review the appropriate materials and try again. If they do not succeed on the second attempt, it is suggested that you go through this system with them individually.

GENERAL COMMENTS

The attached competency sheets and their accompanying papers are all sitting here looking at you and you are wondering where to go from here. There are some definite conditions you will want to create in your classroom.

1. Students will be able to progress at their own pace.

   You may want to put limits on this since almost all of us are controlled by a semester or a time frame of some sort. This leaves us with some choices on how to control the amount of time the student works on this program.

   A. Offer flexible time for students to come and go as they need. Students who need more time to achieve their goals may have it. Students who are able to achieve in less time will be able to spend less time in the classroom.

   B. Offer some form of extended time into another semester. This ends up being some form of incomplete, and we know what a problem this can become. However, one version of this is to issue no grade the first semester for students and the student must sign up and pay for this course again the second semester.

2. Students should be able to reattempt tests and other types of activities that are graded in which they do not succeed.

   If they are allowed to reattempt the problem, you may ask "Won't I be deluged with regrading large numbers of papers?" That's true! If you do not wish for this situation to occur, you may still offer a student a chance to reattempt any assignment. However, the highest grade they could achieve on the second attempt or subsequent attempt would be "C".

3. An instructor or trained teacher's aide must be available at all times.

   Without access to help from an instructor, students who have questions will be frustrated and will not succeed.

4. Students must be oriented to the program.

   Most students coming out of the traditional classrooms are not comfortable with competency-based education at first. A suggested orientation paper is part of this program. Teachers may find that they would prefer a orientation that fits their particular style better. Whether or not you wish to orient students on an individual basis or in a large group is your choice; however, one suggestion is through the use of three blocks. These three blocks contain on each one of them the three areas of responsibility. The student's job, the teacher's job, and the student-teacher's job together cooperatively.

4. (continued)

On the first block, which can be like a child's large play block, you could have written your job and then precede to list on the other five sides different responsibilities that you feel are most important for the student to remember. The second block would say "My Job-Teacher's Job" however you may want it. This would also list on the remaining five sides the areas of most responsibility of the instructor. And last of all would be "our job" together. Then you would go on to the responsibilities that the instructor and the student share cooperatively. Some examples of student jobs are attendance, following directions, asking for help when needed, recording their own progress and keeping records. Some examples of the instructor's responsibilities are availability to give feedback, offer alternatives and give directions. Some examples of our job cooperatively are to consult each other, to agree on deadlines, to set-up appointments and to offer suggestions. What each instructor feels is important is what should be listed on these respective blocks. They can be discussed in a group session for orientation and then placed at a strategic location in the room and referred to later on when it is found that someone is not meeting their responsibilities.

MATERIALS NEEDED

Materials that are necessary for this program are as follows:

A. Gregg College Typing Series Four Basics, Gregg Division, McGraw Hill

B. Gregg College Typing Series Four Advanced, Gregg Division, McGraw Hill

C. Progress Folders for Basic and Advanced Courses, Gregg Division, McGraw Hill

D. Gregg Typing Individual Progress Method Series Four Basic and Advanced, Gregg Division, McGraw Hill (A set of slides and tapes for the above two texts).

E. Championship Typing Drills, by Cortez Peters, Gregg Division, McGraw Hill

EQUIPMENT NEEDED

The following equipment is needed to conduct this program:

A. Typewriters

B. Backscreen Projectors with foot pedal and earphone

The following equipment is beneficial to have with this program;

A. Overhead Projectors

B. Tape recorders

C. Video Tape Recording Equipment

D. Video Cassettes

INDIVIDUAL UNIT INSTRUCTIONS

UNIT I.

Unit I begins the alphabetic keyboard. Most students if they have no experience with typing before will need to do text assignments in order to achieve the goal. Be aware that the goals listed for speed and accuracy are the A level goals and some students will not achieve those completely. Refer to the course of study evaluation section for timed writings to get the grade breakdown of all speeds goals.

Be very careful that students understand shifting for capitals as this area is one in which students have the most problems.

UNIT II.

This unit is a continuation of alphabetic keys and includes use of the tabulator key. At the point of Lesson 12 the teacher will do this first evaluation of the student's typing techniques. This rating scale is part of the student's competency package. This gives the student an opportunity to see how he or she will be graded and to work on areas in which he or she feels they are deficient.

UNIT III.

By the time your first students get to this unit you should have located a door in your room that you would put the key for what an A.K.A. is. This appears on competency sheet number 16. It is suggested that you could use an index card and write on one side in large letters or typed on one side "What is an A.K.A." and on the flip side put an "A.K.A. stands for 'also known as' (in other words an alias or perhaps a nickname)." Tape that to the top left corner of one of your doors. The students can find it if they need, flip it over and read the back side of it. Do not put the answer on the front side, have them come up and flip it over. By this time teachers should think about what kind of rewards they want to have for students who reach their goal. This portion of the course can be extremely boring and students need as many rewards as they can get. Therefore, jellybeans or hershey kisses, whatever is appropriate should be kept at the resource desk for when students do achieve goals. Even though this sounds a little childish for college level, no matter what age a student may be, they need to receive rewards at this level at skill development.

UNIT IV.

Number typing is one area in which many students do not succeed as well. This is a good point to emphasize to the students that number typing is becoming increasingly important in offices for budget reports, word processing reports, and a variety of functions. Business is more oriented, and the student needs sufficient skill in statistical typing. At the end of this unit is their first test, Progress Test on Part One. Students have their general information test in their workguide papers. They should look those over, study them but not write on them until it is time for the progress test. It is suggested that the first of the tests should be given in three sections. First should be the timed writing portion of the test, then the student should have a break from typing and do their general information test, turn it in to the instructor and they may be timed for the problem typing portion of the test. Students may see their grades on their general information test but it should not be returned to the student once it has been graded. It is a good idea to have some copies of the test available for students who do not achieve a passing grade on the test so that they can take copies back with them, study them over again and reattempt the test. If you give their graded tests back to them it will be difficult to maintain control on keeping those graded tests in your files and not letting them circulate.

UNIT V.

This is the beginning of word division rules and students should be encouraged to have a 20,000 Word Spelling Dictionary or make use of available dictionaries in the classroom.

UNIT VI.

With Unit VI students begin typing simple business and personal letters. As on extended activity, students may collect samples of letters that have been produced by local businesses and make a display of those letters.

UNIT VII.

This unit begins tabulation introduction. Please note that the IPM system does not suggest adding one to get the beginning line. Instructors may choose to correct that if they prefer and at this point you may want to add an information sheet for tabulations.

UNIT VIII.

Unit VIII begins simple paragraph and enumerations. At the end of this unit is the progress test for part two. Same procedures that were used in part one should be followed. Students who do not achieve competency on this test should again practice the test and reattempt it.

UNIT VIIII.

This unit includes centering on lines, insertion corrections, squeezing and expanding. At this point if video tape equipment is available and the instructor wishes to introduce other erasing methods besides just typing eraser corrections such as fluid tape erase, etc., a video tape recording of these methods would be a good learning activity.

UNIT X.

Again the student comes back to letters with special parts such as the attention lines and subject lines. Encourage students to complete the extended activities of typing letters themselves to classmates or postal cards to classmates. This experience will help them toward learning the construction of letters and postal cards.

UNIT XI.

Again students may make a display of interoffice memos, telegrams, invoices, letters, and forms for an extended activity in this unit.

UNIT XII.

This unit presents proofreaders marks, rough draft copies, and manuscripts with footnotes. Many students will find this unit the most difficult unit and a wall chart on manuscripts with footnotes may be helpful at this point. At the end of this unit progress test on part three is presented. Please note that in this test that the time limit for each problem typing is 15 minutes instead of 10 as on the previous test.

CONCLUSIONS

Finally, be open for suggestions from students as they go through the competency based typing course for ways to improve, clarify, and to make this course a more interesting one for students. Students may find errors that we as instructors cannot find because their point of view is different from ours. Feel free to add information sheets, job sheets, learning activity packets as the need becomes apparent. Last of all, we wish you the best of luck with this program. We feel that it is a worthwhile program and although initially the amount of work required to make this program succeed is large, the final benefits in allowing you to give the individual help to students they cannot receive in traditional settings makes it all worthwhile.

ORIENTATION TO SECRETARIAL STUDIES LAB

I. Attendance

A. Student will need approximately 1½ hours of lab work a week for each credit hour of the course (i.e. 2 credits = 3 hours of lab; 3 credits = 4-5 hours of lab). Some students need more time; some need less.

B. Student who misses time due to illness or who needs extra work should discuss with the instructor how many additional hours should be spent.

C. Attendance is not kept by the instructor--it is the student's responsibility.

D. A Student Attendance Record is provided for each student for each class. This record is the student's job to maintain.

E. A Checklist of Student Duties is to be turned in along with the Student Attendance Record(s) one week prior to mid-semester and one week prior to final exams.

II. Lesson Routines

A. Student is responsible to request proper tapes, slides, and/or materials on the basis of progress.

B. Student is responsible for his/her work station. Keep it clean; no food allowed near station; and vacate when finished.

C. Students who cannot accomplish the course assignments as scheduled must:

1. Consult with and obtain the permission of an instructor to turn in an assignment late.

2. Immediately type agreement contracts for the student's and instructor's signatures according to the terms agreed upon.

3. Complete the assignment and turn in along with the contract.

Students who do not fulfill the preceding steps are not permitted to turn in late assignments.

D. Students are responsible for record keeping of assignments completed and grades. Space for this is provided on progress folders.

III. Tests

A. Student should notify instructor when ready for any test and complete it under supervision.

B. When progress is unsatisfactory and syllabus permits repeat assignments, student may attempt the assignment again. This must be done within <u>one</u> week of receiving an unsatisfactory grade. On any repeat assignment only a grade "C" may be earned.

STUDENT ATTENDANCE RECORD

(Turn in with Checklist of Student Duties one week before midterms and one week prior to final exams)

NAME: _____

CLASSES (Title) _____ (Codes) _____

SEMESTER: _____

Date	Time in	Time out	Total Hours and Minutes

I verify that the above information is correct and accurate to the fullest extent of my knowledge.

Signature of Student _____ Total Hours _____

NAME _____

SEMESTER _____

CHECKLIST OF STUDENT DUTIES

Each student is responsible for making a full effort. A list of what he or she is expected to do follows. This list must be turned in one week before mid-semester and again one week prior to final exams to obtain a grade.

Key: No. 4 = I achieved fully
No. 3 = I achieved to large degree
No. 2 = I achieved to small degree
No. 1 = I did not achieve

4	3	2	1	
( )	( )	( )	( )	Developed from orientation a basic schedule of lab attendance.
( )	( )	( )	( )	Developed with the instructor or aide a supplemental schedule of attendance for extra and makeup work.
( )	( )	( )	( )	Maintained attendance according to the basic and supplemental plan.
( )	( )	( )	( )	Invested time in the supplemental schedule whenever absence or lack of progress necessitated it.
( )	( )	( )	( )	Recorded time-in and time-out for each lab session on Student Attendance Record.
( )	( )	( )	( )	Requested proper tapes and/or slides on the basis of progress.
( )	( )	( )	( )	Executed each lesson as efficiently as possible, and vacated the learning station as soon as possible when another student was waiting for it.
( )	( )	( )	( )	Adhered tightly to the course standards and did the extra practice when standards were not met.
( )	( )	( )	( )	Rewound tape, turned off power, and cleaned up when vacating the learning station.
( )	( )	( )	( )	Returned all materials borrowed for the session to the resource center.
( )	( )	( )	( )	Turned in for appraisal and approval each lesson group as it was completed.
( )	( )	( )	( )	Moved to other practice places for work that did not require slides or tapes if others are waiting.
( )	( )	( )	( )	Maintained a schedule that guarantees completion of the work in the course.

4	3	2	1	
( )	( )	( )	( )	Kept records of progress or assignment sheets and update records every session.
( )	( )	( )	( )	Reported to the instructor or aide any malfunction of the equipment.
( )	( )	( )	( )	Notified the instructor or aide when ready to take any test, and did it under supervision.
( )	( )	( )	( )	Requested a conference with the instructor when ever progress was unsatisfactory, and undertook what ever corrective action was prescribed.

STUDENT SIGNATURE _____

COURSE OF STUDY

SCHOOL: Wor-Wic Tech Community College

DEPARTMENT: Business

INSTRUCTORS: G. Lee Brown
Louise S. Mahan

COURSE TITLE: SES 101 Typing I

CREDITS: 3

PREREQUISITES: None

COURSE DESCRIPTION

This competency-based educational course covers the touch method operation of the typewriter. Speed and accuracy are developed through an emphasis on correct typing techniques. This course also provides basic skills for those who want to develop typing skills for personal use. A minimum typing speed of 24 words a minute with no more than 3 errors on a 5-minute timed writing is required at end of course.

COURSE OBJECTIVES

Upon the successful completion of this course, the student will be able to:

1. Operate the typewriter keyboard by touch.
2. Operate typewriter parts properly.
3. Demonstrate correct posture at the typewriter.
4. Make necessary machine adjustments.
5. Arrange and type business correspondence, tabulations and manuscripts.
6. Demonstrate proper correcting techniques.
7. Develop proofreading skills for typewriting, spelling, punctuation and grammar usage.
8. Develop responsibility, cooperation, courtesy, dependability, initiative, and neatness.
9. Exercise proper work attitudes, character traits, and behavior patterns.
10. Develop competency in attaining standards set for straight copy and for production materials as stated in Evaluation section.

CONTENT OUTLINE

Unit 1 - Lessons 1-6
- A. Touch type seventeen keys
- B. Operate shift keys
- C. Proofread work

Unit 2 - Lessons 7-12
- A. Touch type sixteen additional keys
- B. Indent paragraphs
- C. Use proper spacing with punctuation

Unit 3 - Lessons 13-18

- A. Center horizontally
- B. Type capitalized headings
- C. Center vertically
- D. Center paragraphs
- E. Block-center lines
- F. Type spread headings

Unit 4 - Lessons 19-25
- A. Touch type numbers
- B. Review previously learned skills

Unit 5 - Lessons 26-31
- A. Respond to the margin bell
- B. Execute word division rules

Unit 6 - Lessons 32-37

- A. Touch type four new symbols
- B. Type blocked business letters
- C. Type blocked personal letters
- D. Type formal blocked letters

Unit 7 - Lessons 38-43

- A. Touch type six additional symbols
- B. Type tables
- C. Center columnar headings

Unit 8 - Lessons 44-50

- A. Touch type four additional symbols
- B. Identify basic parts of manuscript typing
- C. Type one-page manuscripts
- D. Construct special characters
- E. Type enumerated items
- F. Type outlines
- G. Type a bibliography

Unit 9 - Lessons 51-56

A. Type and center on a line
B. Type insertions
C. Make corrections
    1. erasing
    2. squeezing
    3. spreading

Unit 10 - Lessons 57-62

A. Type postal cards
B. Type fill-in cards
C. Review letters and tables
D. Type envelopes
    1. No. 10
    2. No. 6 3/4
E. Fold and insert letters in envelopes
F. Type special letter parts

Unit 11 - Lessons 63-68

A. Type interoffice memorandums
B. Type invoices
C. Type telegrams
D. Apply production skills
E. Type carbon copies

Unit 12 - Lessons 69-75

A. Learn revision marks
B. Type unbound reports
C. Type manuscripts with footnotes
D. Review typing of previously learned forms, letters and reports

INSTRUCTIONAL MATERIALS, SUPPLIES, AND EQUIPMENT

Required Text Book:

Gregg College Typing, Series Four, Typing 75 Basic by
Lloyd, Winger, Rowe, Poland, Hanson, Rossetti

Gregg Typing Basic Course Progress Folder

Championship Typing Drills by Cortez Peters

Supplies needed

Typing paper
Pencil
Envelopes (4 small, 2 large)
Correcting devices (typing eraser, correcting fluid and/or correcting tape)
3 - ring binders

EVALUATION

Techniques and Work Habits Rating Scale	40%
Timed Writings	10%
Progress Tests Problem Typing	10%
General Information Tests	10%
Learning Activities Problem Typing	20%
Extended Activities	10%

TECHNIQUES AND WORK HABITS RATING SCALES

Points earned	60-64	70-79	80-89	90-100
Grade	D	C	B	A

TIMED WRITINGS (ERROR CUT-OFF METHOD)

Timed writings are counted up to the first error past the maximum errors allowed for the timing. The scale changes with each of the three parts of this course. Grade emphasis is on the last part (Part 3).

Part	Length in minutes	Maximum Errors	Grade D	C	B	A
1	2	4	20-22	23-27	28-30	31+
2	5	4	22-24	25-30	31-33	34+
3	5	3	24-26	27-32	33-35	36+

Timed writing goals listed in your progress folder reflect the goal you should strive for earning a A grade. Consult this chart for the goals for other grades.

PROBLEM TYPING (Both on Progress Tests and on Learning Activities)

You will have three Progress Tests during this course which have problem typing for a portion of the test. Your instructor will also occasionally check and grade selected learning activities. They are graded on the following manner.

Problems are graded on a major error/minor error basis. Each problem can earn a total of 10 points.

Problem Typing (continued)

For each major error 2 points is deducted. For each minor error 1 point is deducted. An easy way to convert this point system to a grade is to add a zero to the end of any number earned. For instance, 8 points + 0 = 80 = B.

Points earned	10 - 9	8	7	6
Grade	A	B	C	D

Major Errors:

not following directions
improper spacing throughout
wrong margins
major placement error
group of words or line missing
strikeover

Minor Errors:

placement slightly off
capitalization error
punctuation error
misstroke
minor spacing error
letter ommitted or inserted

OBJECTIVES FOR PART I (Lessons 1-25)

Part 1 is designed to enable you to demonstrate the followng abilities when you take the Progress Test in Lesson 25, the last lesson in this Part.

CATEGORY	COMPETENCY LEVELS
1. TOUCH TYPING: While keeping your eyes on the material you are copying, you will operate the letter, number keys, with correct fingering and return and indent the carriage or carrier.	Points earned 60-69 = D; 70-79 = C; 80-89 = B; 90-100 = A
2. MACHINE ADJUSTMENTS: You will correctly set and reset the paper guide, margin stops, tabular stops, and vertical line spacer. You will use either the carriage releases to position the carriage or the space bar and backspace key to position the carrier.	All satisfactory ratings required.
3. CHECKING: You will proofread your typed work against a key, mark and count errors, and compute speed on work that is timed.	All satisfactory ratings required.
4. TECHNICALITIES: You will answer correctly questions on an objective test covering technical information.	Number correct 45 = D; 46-47 = C; 48 = B; 49-50 = A
5. CENTERING: You will center typed material both vertically and horizontally, with appropriate use of all capitals, spreading, extra spacing, and other displays elements.	Points earned 6 = D; 7 = C; 8 = B; 9-10 = A
6. ENUMERATIONS: You will arrange short enumerations with identifying numbers correctly aligned.	100% accuracy

Part I. (continued)

7. SKILL RATE: You will copy paragraph material with no more than 4 errors on a 2-minute timed writing.

Words a Minute

20-22	23-27	28-30	31+
D	C	B	A

COMPETENCY SHEET 1

UNIT: Orientation to Typing I

COMPETENCY: Operate the Singer Caramate II

PERFORMANCE OBJECTIVE: You will obtain slides and tape from the resource desk, and follow proper procedures for setting up, viewing, disengaging, and returning materials with 100% accuracy.

LEARNING ACTIVITIES: Place a check mark after completion of each activity

Completed (✓)

_____ 1. Obtain slide tray and tape entitled "Orientation" from resource desk.

_____ 2. Read Singer Caramate II manual.

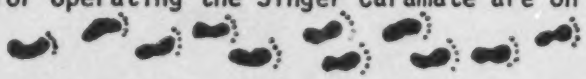
_____ 3. Read "Operating Instructions" on left side of machine.

_____ 4. Use attached Job Sheet 1 to set up slides and tape.

_____ 5. Notify instructor should you have any questions.

_____ 6. Notify your instructor when you are ready to be checked off on the machine.

The steps for operating the Singer Caramate are on the next page.



EVALUATION: The attached checksheet will be filled in by your instructor. 100% accuracy on all points is required for successful completion.

EXTENDED ACTIVITIES: Instruct a student who is unfamiliar with the Singer Caramate II on its proper use. Obtain a copy of the checklist and rate his/her performance.

Course: TYPING I | Unit: ORIENTATION TO TYPING I | Competency No: E. 1 | Page: 18

JOB SHEET 1

COMPETENCY: OPERATE THE SINGER CARAMATE II

To operate the Singer Caramate II follow these directions and check off as you complete each step. If you cannot complete any steps, notify your instructor to obtain help. Do not try to fix a malfunctioning machine.

Completed (👣) Place a footprint in each space as you successfully complete the step.

_____ 1. Plug machine into outlet.

_____ 2. Place slide tray on top of machine with the "0" number on the tray aligned with the arrow on right.

_____ 3. If the lesson you need doesn't start at "0", depress and hold the "Select" button and turn the tray until the number that begins with set of slides you want lines up with the arrow.

_____ 4. Press firmly the Stop/Eject button.

_____ 5. Insert the appropriate cassette in the slot on the right side. Make sure you put it in according to the diagram on the side.

_____ 6. Insert earphone plug in the space labeled "Ear".

_____ 7. Plug footpedal into receptacle on right side.

_____ 8. Press "Play".

_____ 9. If proper slide is not in view press "Advance" until you come to the right slide.

_____ 10. When finished press "Rewind" to rewind the cassette.

_____ 11. Press "Stop/Eject" to remove cassette.

_____ 12. Press "Select", hold and turn slide tray until "0" lines up with arrow.

_____ 13. Remove slide tray.

_____ 14. Unplug projector.

_____ 15. Repeat operation if not sure of procedures.

_____ 16. Return slide tray and tape to resource desk.

_____ 17. Notify instructor when ready to be checked off on operation of the Singer Caramate II.

👣 Note: (How many toes did you give your footprints?)

Course: TYPING I | Unit: ORIENTATION TO TYPING I | Competency No: E.1 | Page: 18a.

NAME _____

DATE _____

CLASS _____

CHECK SHEET 1

COMPETENCY: OPERATE THE SINGER CARAMATE II

S = Satisfactory
U = Unsatisfactory

	S	U
1. Obtained proper materials from resource desk.		
2. Attached slide tray properly.		
3. Inserted cassette properly.		
4. Operated appropriate controls on projector to view slides and listen to tape.		
5. Disengaged slide tray properly.		
6. Rewound cassette before removing.		
7. Unpluged projector.		
8. Returned materials to resource desk.		
9. Cleared work station before leaving.		

Course: TYPING I | Unit: ORIENTATION TO TYPING I | Competency No: E.1 | Page: 18b.

You must receive a satisfactory rating on all the above points. Should any points be unsatisfactory, review the job sheet on operating the Singer Caramate II.

INSTRUCTOR _____

STUDENT _____

Did you make it? Just think you can now operate a machine you've probably never touched before - congratulations!

COMPETENCY SHEET 2

UNIT: Orientation to Typing I

COMPETENCY: Follow the proper steps in using the Gregg IPM system.

PERFORMANCE OBJECTIVE: Answer questions on attached Check Sheet 2 with 100% accuracy. Given the necessary supplies, you will be able to follow the proper steps in using the Gregg IPM System. A 100% accuracy level is needed for successful completion.

LEARNING ACTIVITIES: Place a check mark after completion of each activity.

Completed (✓)

_____ 1. Obtain slide tray and cassette for "Greg Typing Basic Course, Orientation" from the resource desk.

_____ 2. View the slides and listen to the tape. Your slides begin at "0".

_____ 3. Answer the questions on the attached Job Sheet 2.

_____ 4. Check off your answers with the key that is on the back of Job Sheet 2.

_____ 5. Check off appropriate columns for the Orientation on your Progress Folder.

_____ 6. Notify your instructor that you are ready for the attached check sheet.

EVALUATION: Your instructor will ask you the questions on the attached check sheet. You will either tell or demonstrate the answer. You must receive a satisfactory rating on all points.

Course: TYPING I | Unit: ORIENTATION TO TYPING I | Competency No: B.5 | Page: 19

TYPING I
SES 10101

NAME _____

JOB SHEET 2

DATE _____

COMPETENCY: Follow the proper steps in using the Gregg IBM System

1. Where will you find the slide number on each slide?

_____

2. What item will tell you what slide/tapes you need, what performance level you should meet, and has a space for your instructor to OK your advance?

_____

3. If you don't meet a goal, what column should you refer to?

_____

4. At what point will the assignment slide appear?

_____

5. Who should advance to Lesson 1?

_____

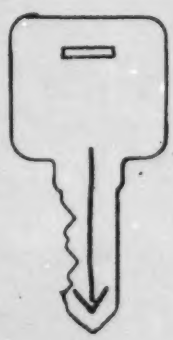
6. Who should advance to the tape and slides on "Introduction--Adjusting the Machine?"

_____

7. If you do not meet your goal for the Orientation, what should you do?

_____

The key is on the back-
see how you did!



Course: TYPING I | Unit: ORIENTATION TO TYPING I | Competency No: B.5 | Page: 19a.

TYPING I
SES 101

NAME _____
DATE _____

CHECK SHEET 2

COMPETENCY: Follow the proper procedures in using the Gregg IPM system.

Your instructor will ask you to demonstrate and/or verbally answer the following questions. Please review these before asking him/her to check you off. You must receive a satisfactory rating in all areas.

	SATISFACTORY	UNSATISFACTORY
1. What are the 4 text items you should bring to the laboratory each day?		
2. Where should you record your achievement for a Lesson?		
3. Where should you refer to if you don't achieve a performance goal?		
4. Demonstrate how you would handle turning in your work.		
5. How do you determine what slides and/or tape you should need?		
6. At what point will the assignment slide appear?		
7. What item will give you a course description, objectives, content and how you will be evaluated.		

INSTRUCTOR SIGNATURE _____

STUDENT SIGNATURE _____

Course: TYPING I | Unit: ORIENTATION TO TYPING I | Competency No: B.5 | Page: 19b.

COMPETENCY SHEET 3

UNIT: Orientation to Typing I

COMPETENCY: Adjust Typewriter for typing drills

PERFORMANCE OBJECTIVE: Given the typewriter and other necessary supplies, you will be able to (with 100% accuracy and within 5 minutes) properly insert paper, set margins, set linespacing, provide top margin, and remove paper to type drills.

LEARNING ACTIVITIES: Place a checkmark in the space provided after completing an activity.
Completed (✓)

_____1. Read pp. 5-9 in text concerning adjusting parts of typewriter.

_____2. Obtain slide tray and tape from resource desk entitled "Introduction--Adjusting the Typewriter."

_____3. Following the procedures on Job Sheet 1 "Operating the Singer Caramate II," view the sides and listen to the tape.

_____4. Notify your instructor when you are ready to be checked off on the attached sheet.

EVALUATION: The Instructor will evaluate your performance in adjusting the machine using the attached checksheet. All operations must be performed with 100% accuracy within 5 minutes.

Course: TYPING I | Unit: ORIENTATION TO TYPING I | Competency No: E.2 | Page: 20

NAME _____

DATE _____

CHECK SHEET

COMPETENCY: Adjust typewriter for typing drills.

STUDENT: Turn to page 10 of your text. Notify your instructor to evaluate your performance in preparing for Lesson 1 typing.

S = Satisfactory
U = Unsatisfactory

	S	U
1. Student checks paperguide to see if if is positioned correctly.		
2. Student uses paperguide to insert paper.		
3. Student sets margin stops properly.		
4. Student sets linespacing needed for drill.		
5. Student sets top margin to approximately line 9.		
6. Student uses paper release to remove paper.		

Course: TYPING I
Unit: ORIENTATION TO TYPING I
Competency No: E.2
Page: 20a.

INSTRUCTOR _____

STUDENT _____

Do you know what happens to typists who don't use their paper release? They have to put the paper in and take it out properly 10 times!

COMPETENCY SHEET 4

UNIT: Learning the Keyboard

COMPETENCY: Touch type home row keys

PERFORMANCE OBJECTIVE: Given a typewriter and necessary supplies, you will type home row keys using space bar and carriage return at a speed of 16 words a minute for one minute.

LEARNING ACTIVITIES: Place a check in the space provided after completing activity.

_____1. Obtain slide tray and tape for Lesson 1 of the IPM System.

_____2. Set up slide tray and tape on the projector.

_____3. View slides and listen to tape.

_____4. Refer to textbook keyboard chart, p. 10 for reference.

_____5. Complete drills as required on slides and tape.

_____6. Take timing as directed on tape.

_____7. Return slides and tape to resource desk.

_____8. Complete text assignment if goal is not met.

_____9. Place drills in Progress folder and turn in at resource desk for instructor's approval.

EVALUATION: Student should record attainment of goal in the progress folder.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 21

COMPETENCY SHEET 5

UNIT: Learning the Keyboard

COMPETENCY: Touch type E, U, G and right shift keys

PERFORMANCE OBJECTIVE: Given a typewriter and necessary supplies, you will type the 11 keys learned at a speed of 16 words a minute for one minute.

LEARNING ACTIVITIES: Place a check mark in the space provided after you complete an activity.

_____1. Obtain slides and tape for Lesson 2 of the IPM system

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete drills as required on slides and tape.

_____5. Take timing as directed on tape.

_____6. Return slides and tape to resource desk.

_____7. Compelte text assignment if goal is not met.

_____8. Place drills in Progress Folder and turn in for instructor's approval.

EVALUATION: Student should record attainment of goal in the progress folder.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 22

COMPETENCY SHEET 6

UNIT: Learning the Keyboard

COMPETENCY: Touch type r, h, and left shift keys

PERFORMANCE OBJECTIVE: Given a typewriter and necessary materials you will be able to use the 14 keys learned on the typewriter to type at a speed of 16 words a minute for one minute.

LEARNING ACTIVITIES:

_____1. Obtain slides and tape for Lesson 3 of the IPM system.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete drills as required on slides and tape.

_____5. Take timing as directed on tape.

_____6. Return slides and tape to resource desk.

_____7. Complete text assignment if extra practice is needed.

_____8. Turn in proofguide, drills and progress folder for instructor's approval of 16 words a minute.

_____9. Prepare Workguide p. 9 for next lesson.

EVALUATION: Student should record attainment of goal in the progress folder.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 23

COMPETENCY SHEET 7

UNIT: Learning the Keyboard

COMPETENCY: Touch type t, i, o, keys and count errors

PERFORMANCE OBJECTIVE: Given a typewriter and necessary materials, you will use the 17 keys learned on the typewriter to type at a speed of 16 words a minute and then read and count errors.

LEARNING ACTIVITIES:

_____1. Obtain slides and tape for Lesson 4.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete drills as directed by slides and tape.

_____5. Take timing as directed on tape and count the errors.

_____6. Return slides and tape to resource desk.

_____7. Complete text assignment if extra practice is needed.

_____8. Turn in completed work at resource desk. Ask your instructor to check your work before proceeding.

_____9. Prepare Workguide p. 10 for the next lesson.

EVALUATION: Student should record attainment of goal in the progress folder as well as errors made on timed writing.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 24

COMPETENCY SHEET 8

UNIT: Learning the Keyboard

COMPETENCY: Review the keys and learn how speed is measured

PERFORMANCE OBJECTIVES: Given a typewriter and all needed supplies, you will take a one-minute timing, circle all errors, and compute words per minute with 100% accuracy.

LEARNING ACTIVITIES: Place a check in the space provided when you complete an activity.

_____ 1. Obtain slides and tape for Lesson 5.

_____ 2. Set up slides and tape on the projector.

_____ 3. View slides and listen to tape.

_____ 4. Complete drills as directed by slides and tape.

_____ 5. Take timings as directed on tape.

_____ 6. Figure speed and count errors.

_____ 7. Record speed and errors on progress folder.

_____ 8. Return slides and tape to resource desk.

_____ 9. Complete text assignment if extra practice is needed.

_____ 10. Attach proofguide to completed work and turn in at resource desk.

EVALUATION: Student should record attainment of goal in the progress folder. Have instructor evaluate your work before moving on to competency sheets.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 25

COMPETENCY SHEET 9

UNIT: Learning the Keyboard

COMPETENCY: Learning to use pretest, practice, posttest routine

PERFORMANCE OBJECTIVE: On a one minute timed writing using the 17 keys learned, you will be able to type a minimum of 16 words a minute.

LEARNING ACTIVITIES: Place a check in the space provided when you complete an activity.

_____1. Obtain slides and tape for Lesson 6.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete pretest, practice, and posttest as directed by slides and tape.

_____5. Take timings as directed on tape.

_____6. Figure speed and count errors.

_____7. Record best score on progress folder.

_____8. Rate your typing techniques using the attached rating scale.

_____9. Ask your instructor to review the self-checked rating scale before proceeding.

_____10. Return slides and tape to resource desk.

_____11. Complete text assignment if extra practice is needed.

_____12. Turn in completed work to the appropriate place

EVALUATION: Student should record highest attained goal in the progress folder.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 26

Typing I, SES 101

NAME _____

DATE _____

TECHNIQUES AND WORK HABITS RATING SCALE

Key:
5 ** Accomplishes task at all time successfully
4 ** Accomplishes task with almost complete success
3 ** Accomplishes task with minimum acceptability
2 ** Accomplishes task occasionally
1 ** Seldom accomplishes task
0 ** Does not accomplish task

Rate the following items according to the above rating scale. Circle the appropriate rating number on the right.

		Circle One
1.	Uses proper fingering for the keys learned.	5 4 3 2 1 0
2.	Keeps eyes on copy while typing.	5 4 3 2 1 0
3.	Keeps eyes on copy when operating space bar and carrier return key.	5 4 3 2 1 0
4.	Maintains proper posture at typewriter	5 4 3 2 1 0
5.	Inserts paper properly	5 4 3 2 1 0
6.	Uses paper release to remove paper from typewriter	5 4 3 2 1 0
7.	Uses shift keys properly.	5 4 3 2 1 0
8.	Uses proper spacing with punctuation.	5 4 3 2 1 0
9.	Uses proper techniques with service keys learned.	5 4 3 2 1 0
10.	Cleans work area before leaving	5 4 3 2 1 0

Total points earned _____

Total points _____ X 2 = _____ score

Instructor's signature _____

Student's signature(self-checked, Lesson 6 only)

_____

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1, B.4, B.5 | Page: 26a,

COMPETENCY SHEET 10

UNIT: Learning Keyboard

COMPETENCY: Touch type c, m, colon, and comma keys

PERFORMANCE OBJECTIVE: Given a one minute timed writing, you will be able to use the 20 keys learned to type at a speed of 16 words a minute with no more than 3 errors.

LEARNING ACTIVITIES: Place a check in the space provided when you complete an activity.

_____1. Obtain slides and tape for Lesson 7 of the IPM system.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete drills as directed by slides and tape.

_____5. Measure your progress as directed on tape.

_____6. Figure speed and count errors.

_____7. Record speed and errors on progress folder.

_____8. Return slides and tape to resource desk.

_____9. Complete text assignment if extra practice is needed.

_____10. Attach proofguides to completed work, place in progress folder and submit to instructor for approval.

EVALUATION: Student should record highest attained goal in the progress folder.

Course: TYPING I | Unit: LEARNING KEYBOARD | Competency No: B.1 | Page: 27

COMPETENCY SHEET 11

UNIT: Learning Keyboard

COMPETENCY: Touch type w, v, y, and n keys

PERFORMANCE OBJECTIVE: Using all keys learned on the typewriter (24), you will be able to type at a speed of 16 words a minute for 1 minute with no more than 3 errors.

LEARNING ACTIVITIES: Place a check in the space provided when you complete an activity.

_____1. Obtain slides and tape for Lesson 8 of the IPM system.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete drills as directed by slides and tape.

_____5. Measure your progress as directed on tape.

_____6. Figure speed and count errors.

_____7. Record speed and errors on progress folder.

_____8. Return slides and tape to resource desk.

_____9. Complete text assignment if extra practice is needed.

_____10. Have your instructor check your work before you move on the next competency.

EVALUATION: Student should record highest attained goal in the progress folder.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 28

COMPETENCY SHEET 12

UNIT: Learning the Keyboard

COMPETENCY: Touch type x, b, p and diagonal keys

PERFORMANCE OBJECTIVE: Using the 28 keys learned you will be able to type at a speed of 16 words a minute with no more than 3 errors for 1 minute.

LEARNING ACTIVITIES: Place a check in the space provided when you complete an activity.

_____1. Obtain slides and tape for Lesson 9 of the IPM system.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete drills as directed by slides and tape.

_____5. Take timed writings as directed on tape.

_____6. Figure speed and count errors.

_____7. Record speed and errors on progress folder.

_____8. Return slides and tape to resource desk.

_____9. Complete text assignments if extra practice is needed.

_____10. Turn in completed work for instructor's approval.

EVALUATION: Student should record attainment of goal in the progress folder.

Course: TYPING I	Unit: LEARNING THE KEYBOARD	Competency No: B.1	Page: 29

DID YOU REMEMBER TO ATTACH THE PROOFGUIDE TO YOUR WORK?

COMPETENCY SHEET 13

UNIT: Learning the Keyboard

COMPETENCY: Touch Type ?, z, hyphen, and q keys

PERFORMANCE OBJECTIVE: Using the 31 keys learned, you will be able to type at a speed of 16 words a minute with no more than 3 errors.

LEARNING ACTIVITIES: Place a check in the space provided when you complete an activity.

_____1. Obtain slides and tape for Lesson 10 of the IPM system.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete drills as directed by slides and tape.

_____5. Take timings as directed on tape.

_____6. Figure speed and count errors.

_____7. Record speed and errors on progress folder.

_____8. Return slides and tape to resource desk.

_____9. Complete text assignment if extra practice is needed.

_____10. Turn in work as previously directed.

EVALUATION: Student should record attainment of goal in the progress folder.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 30

COMPETENCY SHEET 14

UNIT: Learning the Keyboard

COMPETENCY: Use proper spacing to indicate a new paragraph

PERFORMANCE OBJECTIVE: Given a typewriter and supplies, you will be able to use the alphabetic keyboard to type paragraphs at a speed of 20 words a minute with 4 or less errors for 2 minutes.

LEARNING ACTIVITIES: Place a check mark in the space provided when you have completed item

_____1. Obtain slides and tape for Lesson 11 of the IPM system.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Complete pretest, practice, and posttest drills as directed by slides and tape.

_____5. Measure your progress as directed by tape.

_____6. Figure speed and count errors.

_____7. Record speed and errors on progress folder.

_____8. Return slides and tape to resource desk.

_____9. Complete text assignment if extra practice is needed.

_____10. Turn in work as directed previously.

EVALUATION: Student should record highest attained goal in the progress folder.

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1 | Page: 31

COMPETENCY SHEET 15

UNIT: Learning the Keyboard

COMPETENCY: Use tabulator bar and proper spacing to indent new paragraphs.

PERFORMANCE OBJECTIVE: Using the alphabetic keyboard you will be able to type paragraphs at a speed of 20 words a minute with 4 or less errors for 2 minutes.

LEARNING ACTIVITIES: Place a check mark in the space when you've completed item.

_____1. Obtain slides and tape for Lesson 12 of the IPM system.

_____2. Set up slides and tape on the projector.

_____3. View slides and listen to tape.

_____4. Ask instructor to rate your performance using the attached rating scale on techniques and work habits.

_____5. Complete pretest, practice, and posttest drills as directed by slides and tape.

_____6. Measure your progress as directed by tape.

_____7. Figure speed and errors on progress folder.

_____8. Record speed and errors on progress folder.

_____9. Return slides and tape to resource desk.

_____10. Complete text assignment if goal is not met.

_____11. Turn in work.

_____12. Prepare Workguide pp. 13 and 14

EVALUATION: Student should record highest attained goal in the progress folder.

DID YOU ATTACH THE PROOFGUIDE?

TYPING I
SES 101

NAME _____
DATE _____

Course: TYPING I | Unit: LEARNING THE KEYBOARD | Competency No: B.1,B.4 B.5,B.6 | Page: 32a.

TECHNIQUES RATING SCALE

(Lesson 6 and Lesson 12)

Key:
5 ** Accomplishes task at all times successfully
4 ** Accomplishes task with almost complete success
3 ** Accomplishes task with minimum acceptability
2 ** Accomplishes task occasionally
1 ** Seldom accomplishes task
0 ** Does not accomplish task

Rate the following items according to the above rating scale. Circle the appropriate rating number on the right.

		Circle One					
		5	4	3	2	1	0
1.	Uses proper fingering for the keys learned.	5	4	3	2	1	0
2.	Keeps eyes on copy while typing.	5	4	3	2	1	0
3.	Keeps eyes on copy when operating space bar and carrier return key.	5	4	3	2	1	0
4.	Maintains proper posture at typewriter.	5	4	3	2	1	0
5.	Inserts paper properly	5	4	3	2	1	0
6.	Uses paper release to remove paper from typewriter.	5	4	3	2	1	0
7.	Uses shift keys properly.	5	4	3	2	1	0
8.	Uses proper spacing with punctuation.	5	4	3	2	1	0
9.	Uses proper techniques with service keys learned.	5	4	3	2	1	0
10.	Cleans work area before leaving.	5	4	3	2	1	0

TOTAL POINTS EARNED _____

TOTAL POINTS _____ X 2 = _____ SCORE

INSTRUCTOR'S SIGNATURE _____

STUDENT'S SIGNATURE _____

COMPETENCY SHEET 16

UNIT: Develop centering skills

COMPETENCY: Learn horizontal centering

PERFORMANCE OBJECTIVES: Given a list of names type the list centering each name on a line with 100% accuracy.

LEARNING ACTIVITIES: Place a check mark in the space when you've completed item.

_____1. Follow the steps previously given for viewing slides and listening to tape for Lesson 13.

_____2. Follow steps for taking timed writings and record results on progress folder.

_____3. Type the horizontal centering drill as directed by tape.

_____4. Check the horizontal centering. The letter B should line up.

_____5. Complete text assignment if more practice is needed to reach performance objective.

_____6. Attach proofguide to lesson; put lesson in progress folder, and return it to the resource desk.

EVALUATION: Student should record attained goal of centering each name on a line with 100% accuracy.

EXTENDED ACTIVITY: Type a list of 6 friends and their a.k.a's, centering each name and a.k.a.

WHAT'S

AN

A.K.A.?

(You can find the answer taped to the top left corner of one of the laboratory's doors)

Course: TYPING I | Unit: DEVELOP CENTERING SKILLS | Competency No: C.5 | Page: 33

COMPETENCY SHEET 17

UNIT: Develop centering skills

COMPETENCY: Learn to type all capitals in a horizontal centering

PERFORMANCE OBJECTIVES: Given 5 lines, type the lines centering each line using all caps and lower case letters as indicated with 100% accuracy on the centering.

LEARNING ACTIVITIES: Place a check mark in the space when you've completed item.

_____ 1. Follow the steps previously given for viewing slides and listening to tape for Lesson 14.

_____ 2. Follow the steps previously given for taking timed writings and record results on progress folder.

_____ 3. Complete horizontal centering assignment.

_____ 4. Self check the horizontal centering assignment by comparing it with the proofguide.

_____ 5. Attach proofguide to lesson; put lesson in progress folder and return it to the resource desk.

_____ 6. Complete text assignment if additional practice is needed to meet performance objectives.

_____ 7. Turn in work as directed.

_____ 8. Complete Workguide pp. 15 - 16 before going to next lesson.

EVALUATION: Record goal met of all 5 lines centered accurately

Course: TYPING I | Unit: DEVELOP CENTERING SKILLS | Competency No: C.5 | Page: 34

COMPETENCY SHEET 18

UNIT: Develop centering skills

COMPETENCY: Type lines in vertical center of paper

PERFORMANCE OBJECTIVES: Given a typewriter and supplies, you will be able to touch type at a speed of 21 words a minute for 2 minutes with no more than 4 errors.

1. Given 5 lines you will be able to type them on a half sheet of paper centering the display both vertically and horizontally with at least 4 lines right.

LEARNING ACTIVITIES: Place a check mark in the space provided when you've completed an activity.

_____1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 15.

_____2. Follow the steps previously used for taking timed writings and record the results on the progress folder.

_____3. Complete the vertical centering exercise as directed by the tape.

_____4. Compare the typed exercise with the proofguide

_____5. Complete text assignment if goal is not met.

_____6. Attach the proofguide to the typed lesson; put the lesson in the progress folder, and return the progress folder to the resource desk.

EVALUATION: Record goal met of 21 words a minute with no more than 4 errors on the progress folder.

Course: TYPING I | Unit: DEVELOP CENTERING SKILLS | Competency No: C.6 | Page: 35

COMPETENCY SHEET 19

UNIT: Develop centering skills

COMPETENCY: Learn to center paragraphs

PERFORMANCE OBJECTIVES: Given a 5-line paragraph, you will be able to type it so that it is centered vertically on the page. Each line should be centered horizontally and spaced as directed. There should be at least 4 lines centered properly.

LEARNING ACTIVITIES: Place a check mark in the place provided after you have completed the step.

_____1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 16.

_____2. Follow the steps previously used for taking timed writings and record the results on the progress folder.

_____3. Center a paragraph on a sheet of paper as directed by the tape.

_____4. Self check the exercise using the proofguide.

_____5. Complete the text assignment if more practice is needed to reach the performance objective.

_____6. Attach the proofguide to the lesson; put the lesson in the progress folder and turn the progress folder in at the resource desk.

EVALUATION: Student should record the speed and error goal attained on the progress folder. Student should check centering problem with proofguide and check if goal was met in progress folder.

Course: TYPING I | Unit: DEVELOP CENTERING SKILLS | Competency No: C.5,C.6 | Page: 36

COMPETENCY SHEET 20

UNIT: Develop centering skills

COMPETENCY: Learn to block-center

PERFORMANCE OBJECTIVES:

1. You will be able to touch type at a speed of 22 words a minute for 2 minutes with no more than 4 errors.
2. Given a group of lines, you will type them in block-center form with 100% accuracy.

LEARNING ACTIVITIES: Continue to place check mark as directed.

_____1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 17.

_____2. Follow the steps previously used for taking timed writings and record the results on the progress folder.

_____3. Type a group of lines in block-centered form as directed by the tape.

_____4. Compare the typed exercise with the proofguide.

_____5. Attach the proofguide to the lesson; put the lesson in the progress folder, and return the progress folder to the resource center.

EVALUATION: Student will compare block-center form with proofguide and record goal met in progress folder.

Course: TYPING I | Unit: DEVELOP CENTERING SKILLS | Competency No: C.5 | Page: 37

COMPETENCY SHEET 21

UNIT: Develop centering skills

COMPETENCY: Type a spread heading

PERFORMANCE OBJECTIVES: Given a typewritten title, you will be able to type a spread heading with 60% accuracy.

LEARNING ACTIVITIES: Continue to place check mark in space as directed.

_____1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 18.

_____2. Follow the steps previously used for taking timed writings and record the results on the progress folder.

_____3. Type a spread heading exercise as directed by the tape.

_____4. Self check the typed exercise with the proofguide.

_____5. Complete the text assignment if additional typing is needed to reach the performance objectives.

_____6. Attach the proofguide to the lesson; put the lesson in the progress folder, and turn in the progress folder at the resource desk for instructor's approval.

EVALUATION: Student should record the goal reached on the progress folder. Three out of five lines should be correctly spread centered.

COMPETENCY SHEET 22

UNIT: Learning the number keys

COMPETENCY: Touch type the 1, 2, 3 and 4 keys

PERFORMANCE OBJECTIVE: Using the keys learned, you will be able to type at a speed of 23 words a minute for 2 minutes with no more than 4 errors.

LEARNING ACTIVITIES: Place a check mark as directed

Completed (✓)

_____ 1. View slides and listen to tape for Lesson 19

_____ 2. Complete drills and timings as directed on tape.

_____ 3. Record speed and errors on progress folder.

_____ 4. Complete text assignment if extra practice is needed to meet performance goal.

_____ 5. Turn in work with proofguides as directed previously.

EVALUATION: Student records attainment of speed and accuracy goal in the progress folder. If goal is achieved, skip competency sheet #23 and go on to competency sheet # 24.

Course: TYPING I | Unit: LEARNING THE NUMBER KEYS | Competency No: B.2 | Page: 39

COMPETENCY SHEET 23

UNIT: Learning the number keys

COMPETENCY: Increase speed and accuracy touch typing 1, 2, 3 and 4 keys

PERFORMANCE OBJECTIVE: Using the keys learned, you will be able to type at a speed of 23 words a minute for 2 minutes with no more than 4 errors.

LEARNING ACTIVITIES: Place a check mark as directed

Completed (✓)

_____ 1. View slides and listen to tape for Lesson 20

_____ 2. Complete drills and timings as directed on tape.

_____ 3. Record speed and errors on progress folder.

_____ 4. Complete text assignment if extra practice is needed to meet goal.

_____ 5. Turn in work and proofguide as directed.

EVALUATION: Student records attainment of speed and accuracy goal in the progress folder.

Course: TYPING I | Unit: LEARNING THE NUMBER KEYS | Competency No: B.2 | Page: 40

COMPETENCY SHEET 24

UNIT: Learning the number keys

COMPETENCY: Touch type the 7, 8, 9 and 0 keys

PERFORMANCE OBJECTIVE: Using the keys learned, you will be able to type at a speed of 24 words a minute for 2 minutes with no more than 4 errors.

LEARNING ACTIVITIES: Place a check mark as directed

Completed (✓)

_____ 1. View slides and listen to tape for Lesson 21.

_____ 2. Complete drills as directed on tape.

_____ 3. Record speed and errors on progress folder.

_____ 4. Complete text assignment if extra practice is needed.

_____ 5. Turn in work and proofguide as directed.

EVALUATION: Student records attainment of speed and accuracy goal in the progress folder. If goal of 24 words a minute with no more than 4 errors is reached, you may skip Competency Sheet # 25 and go on to Competency Sheet # 26.

ERROR PENALTY

If more than 4 errors are made, you may forget about Competency Sheet #24, skip Competency Sheet # 25 pass stop and go directly to JAIL!

Course: TYPING I | Unit: LEARNING THE NUMBER KEYS | Competency No: B.2 | Page: 41

COMPETENCY SHEET 26

UNIT: Learning the number keys

COMPETENCY: Touch type the 5, 6, and ½, /, ¼ keys
Center an enumeration on a half sheet

PERFORMANCE OBJECTIVES: Using the keys learned, you will be able to type at a speed of 25 words a minute for 2 minutes with no more than 4 errors.

Given necessary supplies and a typewriter, you will be able to type an enumeration of 10 lines with 80% accuracy.

LEARNING ACTIVITIES: Don't forget the check mark!

Completed (✓)

_____1. View slides and listen to tape for Lesson 23.

_____2. Complete drills as directed on tape.

_____3. Complete text assignment if extra practice is needed to reach goal.

_____4. Complete Workguide pp. 17-18.

_____5. Turn in lesson with proofguide as previously directed

EVALUATION: Student will type an enumeration on a half sheet with block centering with at least 8 lines out of 10 error free.

Course: TYPING I | Unit: LEARNING THE NUMBER KEYS | Competency No: B.2 | Page: 43

COMPETENCY SHEET 27

UNIT:	Learning the number keys
COMPETENCY:	Touch type all number keys including the ½, /, ¼ key. Center typing vertically and horizontally.
PERFORMANCE OBJECTIVES:	Using the keys learned, type at a speed of 25 words a minute for 2 minutes with no more than 4 errors. Using proper techniques learned, type sentences and paragraphs centered vertically and horizontally with 3 lines out of 5 error free.
LEARNING ACTIVITIES:	Remember (✓), ( ), or whatever.

Completed
(?)

_____1. View slides and listen to tape for Lesson 24

_____2. Complete drills as directed on tape.

_____3. Record speed and errors on progress folder.

_____4. Complete centering drill with at least 3 lines out of 5 correct.

_____5. Completed text assignment if extra practice is needed to reach goal.

_____6. Turn in typed lesson as previously instructed.

_____7. Review, but do not write on, the General Information Test in your Workguide, pp. 19-20.

EVALUATION: Student records attainment goal in the progress folder. Student will type a 5 line centering problem with 3 lines out of 5 error free. Record attainment of this goal in progress folder.

Course: TYPING I | Unit: LEARNING THE NUMBER KEYS | Competency No: B.2,C.5 C.6 | Page: 44

COMPETENCY SHEET 28

UNIT: Progress text on Part 1

COMPETENCY: Given a typewriter and necessary supplies, you will be able to touch type letter and number keys using proper spacing with punctuation.

Center lines and paragraphs both vertically and horizontally

PERFORMANCE OBJECTIVES:

1) Student will touch type a paragraph of letters within a 5-minute limit with no more than 7 errors.

2) Student will type a paragraph of letters and numbers within a 5-minute time limit with no more than 8 errors.

3) Student will complete an objective test of 50 questions with a minimum of 90% accuracy.

4) Student will complete two centering problems, centering both vertically and horizontally on half sheets within 10 minutes for each problem with no more than 4 points deducted on each problem.

LEARNING ACTIVITIES: Place a check mark in the space provided after completing the activity.

Completed (✓)	Remember
_____	1. Use a typewriter designated for test taking.
_____	2. Review, but do not at this point write on, the General Information Test on pp. 19-20 of your Workguide.
_____	3. Practice the two timed writings on p. 44 of your text.
_____	4. Practice on plain paper, the two centering problems on p. 45 of your text.
_____	5. Notify your instructor when you are ready to take the Part 1 test.

Course: TYPING I | Unit: PROGRESS TEXT ON PART 1 | Competency No: B.1, B.2 C.5, C.6 | Page: 45

(continued)

EVALUATION:

2-minute timed writings are graded on the scale listed for timed writings for Part 1 in the Evaluation section of your course of study.

The General Information Test is graded on the following scale:

50 - 49	correct	= A
48	correct	= B
47 - 46	correct	= C
45	correct	= D

The problem typing test is graded on the point system of major/minor errors. Refer to your course of Study for the grading scale for problem typing.

OBJECTIVES FOR PART 2 (Lessons 26-50)

Part 2 is designed to enable you to demonstrate the following abilities when you take the Progress Test in Lesson 50 at the end of this Part.

CATEGORY

1. TOUCH TYPING: Keeping your eyes on whatever you are copying, you will operate all keys (including the symbol keys) by touch and use the tabulator mechanism and the carriage or carrier return by touch.

2. TECHNICALITIES: You will answer correctly on an objective test covering the technical information presented in Part 2 (word division; uses of symbols; names of the basic parts of a letter, a table, and a report; etc).

3. PRODUCTION: Within the stated time using machine controls and arranging for appropriate display, spacing, and positioning, you execute the following production jobs from unarranged copy: (a) enumeration (b) a four-column table with title, subtitle, and column headings; and (c) a standard business letter on a letterhead, with an enumeration in the body.

4. SKILL RATE: You will copy paragraph material line for line with no more than 4 errors on a 5-minute timing.

COMPETENCY LEVELS

Points earned

60-60	70-79	80-89	90-100
D	C	B	A

Number correct

45	46-47	48	49-50
D	C	B	A

Points earned

6	7	8	9-10
D	C	B	A

Words a Minute

22-24	25-30	31-33	34+
D	C	B	A

COMPETENCY SHEET 29

UNIT: Skill Development

COMPETENCY: Type 3-minute timed writings
Respond to the margin bell properly

PERFORMANCE OBJECTIVE: You will be able to touch type at a speed of 25 words a minute on a 3-minute timing with no more than 4 errors.

Given lines that are not typed line for line, you will be able to make the line ending according to the margin bell with 4 lines out of 5 ended correctly.

LEARNING ACTIVITIES: Don't forget the check mark when you've completed an activity.

Completed (✓)

_____1. Obtain tape for Lesson 26A and complete drills as directed.

_____2. Record attainment of goal on 3-minute timed writing in progress folder.

_____3. Complete Workguide pp. 25-26.

_____4. Obtain slides and tape for Lesson 26B

_____5. View slides and listen to tape 26B

_____6. Complete drills as directed on tape.

_____7. Place work with proofguides attached in progress folder and turn in for approval.

EVALUATION: Student records attainment of speed and accuracy goal in progress folder.

Student completes margin bell drill with 4 lines out of 5 correct.

Course: TYPING I | Unit: SKILL DEVELOPMENT | Competency No: C.3 | Page: 47

COMPETENCY SHEET 30

UNIT: Skill Development

COMPETENCY: Touch type on a 5 minute timed writing

PERFORMANCE OBJECTIVE: You will be able to touch type at a rate of 30 words a minute on a 5 minute timed writing with no more than 4 errors.

LEARNING ACTIVITIES: Remember?

Completed (✓)

_____1. If you have already achieved the above performance objective, you may skip to the 5-minute timing on tape 27.

_____2. Obtain tape for Lesson 27

_____3. Listen to tape and complete drills as directed.

_____4. Read pp. 1-6 of CHAMPIONSHIP TYPING DRILLS by Peters
QUESTION: Can you type 120 words a minute with mittens on?

_____5. Using the attached Chart 1 "Speed and Accuracy Graph," record your speed and errors on the five minute timed writing you took with Lesson 27.

_____6. Using the attached "Error Analysis Chart," analyze the errors you made on the 5-minute timed writing.

_____7. Ask your instructor at this point to check your "Error Analysis Chart."

_____8. Complete the drills, if needed, that you are directed to do according to the "Error Analysis Chart."

_____9. Turn in work as previously directed.

EVALUATION: Student records attainment of speed and accuracy goal in progress folder.

EXTENDED ACTIVITY: Help another student to complete their "Error Analysis Chart."

Course: TYPING I | Unit: SKILL DEVELOPMENT | Competency No: A.1 | Page: 48

COMPETENCY SHEET 31

UNIT: Skill Development

COMPETENCY: Type 3-minute timed writing
Apply three word division rules

PERFORMANCE OBJECTIVE: On a 3-minute timed writing, you will be able to type 30 words a minute with no more than 4 errors.

Applying the three word division rules presented, you will correctly divide 10 out of 12 words.

LEARNING ACTIVITIES: O.K. Do you know where to place the check mark?

Completed (✓)

_____1. Listen to tape for Lesson 28A

_____2. Complete drills as directed on tape

_____3. Record speed and errors on progress folder.

_____4. If goal is not reached you may (a) complete text assignment as directed on progress folder, or (b) complete drills in Championship Typing Drills (with mittens on) according to your Error Analysis Chart.

_____5. Complete Workguide pp. 27-28 if not already done.

_____6. View slides and listen to tape for Lesson 28B

_____7. Complete drills as directed on tape.

_____8. Complete word division drill on slide

_____9. If extra practice is needed, repeat Workguide pp. 27-28.

_____10. Turn in assignment with proofguides.

EVALUATION: Record attainment of speed and accuracy goal in progress folder.

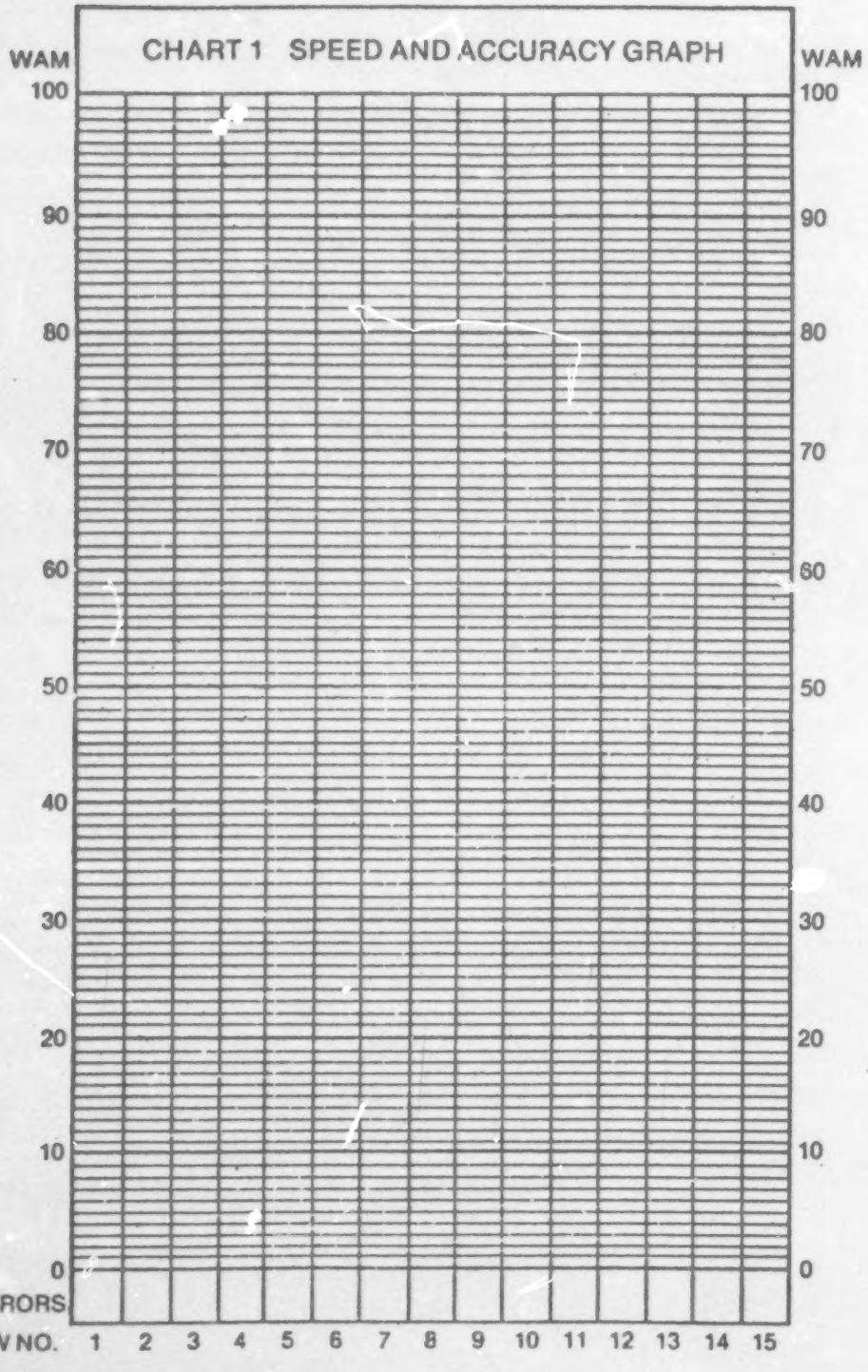
Word division task should be accomplished with at least 10 out of 12 words divided correctly.

NOTE: If you got through this you can hang up your mittens.

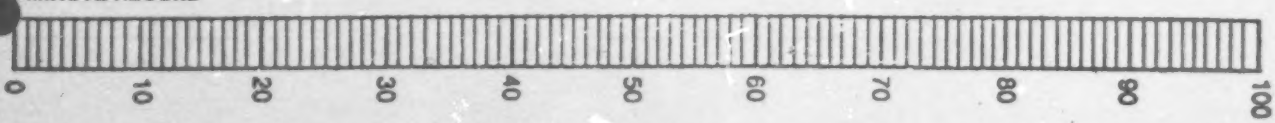
Course: TYPING I | Unit: SKILL DEVELOPMENT | Competency No: A.1, C.1 | Page: 49

NAME _____ SECTION _____

CHART 1 SPEED AND ACCURACY GRAPH



1-MINUTE RECORD



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88

Diagnostic Charts / 2

COMPETENCY SHEET 32

UNIT: Skill Development

COMPETENCY: Improve speed and accuracy

PERFORMANCE OBJECTIVE: On straight copy, you will be able to type 30 words a minute for 5 minutes with 4 or less errors.

LEARNING ACTIVITIES: Place a check mark in appropriate place.

Completed (✓)

_____1. Listen to tape for Lesson 29

_____2. Complete drills as directed

_____3. Analyze errors on the 5 minute timing on the "Error Analysis Chart."

_____4. If goal is not met because errors were too high, complete prescriptive drills according to the "Error Analysis Chart."

_____5. Read p. 5 of Championship Typing Drills.

_____6. Take a 1 minute timing on Line 1, Diagnostic Test 1, p. 8 of Championship Typing Drills.

_____7. Using the five minute timing from above as your GWAM speed and rounding it off, locate the speed you should have typed the sentence at on the Minimum 1 minute speeds on Diagnostic Tests Chart (see attached).

_____8. Type prescriptive drills for either accuracy or speed according to directions on p. 5.

_____9. Turn in work as previously directed.

EVALUATION: Student records attainment of speed and accuracy goal in progress folder.

EXTENDED ACTIVITIES: Help another student to record speed and errors on Chart 3 "Typing Performance Chart."

Course: TYPING I | Unit: SKILL DEVELOPMENT | Competency No: A.1 | Page: 51

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CHART 2 ERROR ANALYSIS CHART

NAME _____ SECTION _____

TW NO	LEFT-HAND ERROR SUMMARY					LEFT-HAND KEYS														RIGHT-HAND KEYS											RIGHT-HAND ERROR SUMMARY								
	FINGER					4th Finger			3d Finger			2d Finger			1st Finger					1st Finger						2d Finger		3d Finger		4th Fin	FINGER					Punctuation Errors	Shifting Errors	Spacing Errors	Concentration Errors	Total Errors
	4th	3d	2d	1st	Tot Lt	Q	A	Z	W	S	X	E	D	C	R	F	V	T	G	B	Y	H	N	U	J	M	I	K	O	L	P	1st	2d	3d	4th	Tot Rt					
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CHART 3 TYPING PERFORMANCE CHART

NAME _____ SECTION _____

	ITEM	Sentence 1		Sentence 2		Sentence 3		Sentence 4		Sentence 5		Sentence 6		Sentence 7		Sentence 8		Sentence 9		Sentence 10	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Diagnostic Test 1	Errors																				
	CWAM																				
	Minimum																				
	Difference																				
Diagnostic Test 2	Errors																				
	CWAM																				
	Minimum																				
	Difference																				
Diagnostic Test 3	Errors																				
	CWAM																				
	Minimum																				
	Difference																				
Diagnostic Test 4	Errors																				
	CWAM																				
	Minimum																				
	Difference																				
Diagnostic Test 5	Errors																				
	CWAM																				
	Minimum																				
	Difference																				

MINIMUM 1-MINUTE SPEEDS ON DIAGNOSTIC TESTS

1' TW	Feature	5-Minute Timed Writing Speed—GWAM*												
		20	25	30	35	40	45	50	55	60	65	70	75	80
1	Simple vocabulary	26	31	36	41	46	52	59	66	74	81	88	93	98
2	High-stroke intensity	22	27	32	36	41	46	52	60	67	73	78	83	88
3	Alternate hand	26	31	36	41	46	51	56	62	68	74	80	86	92
4	Compound strokes	24	29	35	40	46	52	58	64	70	76	82	88	94
5	Vertical strokes	18	23	28	33	38	43	48	53	58	62	66	70	74
6	Double letters	20	25	30	35	40	47	54	58	62	66	70	73	76
7	One-hand words	18	23	28	33	38	44	51	55	60	64	68	71	74
8	Alphabetic	20	25	30	35	40	47	54	59	64	69	74	77	80
9	Frequent spacing	28	33	38	43	48	54	60	67	74	79	84	90	96
10	Frequent shifting	10	14	18	22	28	34	40	45	50	55	59	63	67

*Refer to Chart 1 for your GWAM speed on your last 5-minute timed writing and round off your speed to the nearest 5.

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COMPETENCY SHEET 33

UNIT: Skill Development

COMPETENCY: Improve speed and accuracy on 3-minute timed writings
Execute word division rules.

PERFORMANCE OBJECTIVE: Divide words according to word division rules with at least 10 out of 12 words divided correctly.

LEARNING ACTIVITIES: Place a check mark in the appropriate space.

Completed (✓)

_____ 1. Listen to tape 30A

_____ 2. Complete drills as directed.

_____ 3. Record attainment of speed and accuracy goal in progress folder.

_____ 4. If speed and/or accuracy is not met, student should take 1-minute timed writing on Sentence 2, p. 8, Diagnostic Test 1 of Championship Typing Drills and follow procedures previously applied to Sentence 1.

_____ 5. View slides and listen to tape 30B

_____ 6. Complete drills as directed.

_____ 7. Record attainment of goal for word division in progress folder.

_____ 8. If extra practice on word division is needed, complete text assignment as directed in progress folder.

_____ 9. Turn in work and proofguide in progress folder.

EVALUATION: Student records attainment of goal in progress folder of 10 words out of 12 properly divided.

Course: TYPING I | Unit: SKILL DEVELOPMENT | Competency No: A.1, C.1 | Page: 54

COMPETENCY SHEET 34

UNIT: Skill Development

COMPETENCY: Applying proper techniques, improve speed and accuracy on 5-minute timed writings.

PERFORMANCE OBJECTIVE: On a 5-minute timed writing, you will be able to touch type 32 words a minute with no more than 4 errors.

Student will demonstrate proper typing techniques with a minimum score of 60 points earned on the attached rating scale.

LEARNING ACTIVITIES: Place a check mark for each item completed.

Completed (✓)		
_____	1.	Notify instructor that you are ready to be rated on the attached rating sheet.
_____	2.	Listen to tape for Lesson 31.
_____	3.	Complete drills as directed while instructor rates the techniques listed.
_____	4.	Take 5-minute timed writings as directed on tape.
_____	5.	Record attainment of speed and accuracy goal in progress folder.
_____	6.	Record speed and errors on Chart 1 "Speed and Accuracy Graph."
_____	7.	Analyze errors on the 5-minute timed writing on the "Error Analysis Chart."
_____	8.	Complete drills in Championship Typing Drills as prescribed in the "Error Analysis Chart."
_____	9.	Turn in work as directed.

Course: TYPING I | Unit: SKILL DEVELOPMENT | Competency No: A.1, B.1 B.2, B.4, B.5 | Page: 55

Competency Sheet 34 (continued)

EVALUATION: At least 60 points earned on the attached techniques rating scale.

EXTENDED ACTIVITIES: Take 1-minute timed writing on Sentence 3 of Page 8 in Championship Typing Drills. Record on Chart 3 "Typing Performance Chart" and complete prescriptive drills as directed.

Course: TYPING I	Unit. SKILL DEVELOPMENT	Competency No: A.1, B.1 B.2,B.4,B.5	Page: 55a.

TYPING I, SES 101

NAME _____

DATE _____

TECHNIQUES AND WORK HABITS RATING SCALE
(Lesson 31)

Key:
5 * = Completes task at all times
4 * = Completes task to largest part
3 * = Completes task acceptably
2 * = Completes task occasionally
1 * = Seldom completes task
0 * = Does not complete task

Rate the following items according to the above rating scale. Circle the appropriate rating number on the right.

		Circle One
1.	Uses proper fingering on the letter keys.	5 4 3 2 1 0
2.	Uses proper fingering on the number keys.	5 4 3 2 1 0
3.	Keeps eyes on copy when typing.	5 4 3 2 1 0
4.	Maintains proper posture at typewriter.	5 4 3 2 1 0
5.	Uses service keys correctly.	5 4 3 2 1 0
6.	Uses margin bell properly to end a line.	5 4 3 2 1 0
7.	Applies word division rules when dividing a word.	5 4 3 2 1 0
8.	Operates carrier return without pause and with eyes on copy.	5 4 3 2 1 0
9.	Shows responsibility towards following directions and recordkeeping.	5 4 3 2 1 0
10.	Exercises responsibility toward work area.	5 4 3 2 1 0
		_____
	TOTAL	_____

TOTAL X 2 = _____ TOTAL POINTS EARNED

INSTRUCTOR RATING _____

STUDENT SIGNATURE _____

Course: TYPING I | Unit: SKILL DEVELOPMENT | Competency No: B.1, B.2 B.4, B.5 | Page: 55b.

COMPETENCY SHEET 35

UNIT: Typing personal-business letters

COMPETENCY: Touch type the & symbol key and the right and left parenthesis keys and learn pivoting.

PERFORMANCE OBJECTIVES:

1. Given straight copy, you will be able to type at a speed of 33 words a minute for 3 minutes with no more than 4 errors.
2. Using your name, name of class, and today's date, you will be able to type these items single spaced and pivoted so that each line ends at 70 on the typewriter scale. These three lines should be 100% accurate.

LEARNING ACTIVITIES: Place a check mark for the completion of each item.

Completed (✓)		
_____	1.	Follow the steps previously given for viewing the slides and listening to the tape for Lesson 32.
_____	2.	Follow the steps previously given for taking timed writings and record the results on the progress folder.
_____	3.	Type a pivoting exercise as directed by the cassette.
_____	4.	Self check the exercise using the proofguide to be sure each line ends at 70 on the scale.
_____	5.	Complete the text assignment if additional typing is needed to reach the performance objectives.
_____	6.	Attach the proofguide to the Lesson 32 and follow previous instructions for turning in work to the resource desk.

EVALUATION: Student should record his performance goal on the progress folder if able to complete each 3 lines pivoted accurately.

Course: TYPING I | Unit: TYPING PERSONAL-BUSINESS LETTERS | Competency No: B.3 | Page: 56

COMPETENCY SHEET 36

UNIT: Typing personal and business letters

COMPETENCY: Produce short business letters

PERFORMANCE OBJECTIVE: Given an unarranged letter copy, you will be able to type a short business letter in proper arrangement within 8 minutes and within 4 errors.

LEARNING ACTIVITIES: Place a check mark to indicate completion of an item

Completed (✓)	
_____	1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 33.
_____	2. Read page 57 of the textbook.
_____	3. Learn basic parts of a business letter as given on page 57 of the text.
_____	4. Detach Workguide page 35 and use for a letter placement guide.
_____	5. Practice the production of business letters as directed by the tape.
_____	6. Complete the text assignment if additional typing is needed to reach the performance objective.
_____	7. Attach the proofguide to each letter typed and follow previous instructions for turning in work to the resource desk.
_____	8. Complete Workguide pp. 45 and 46 before going to the next lesson.

EVALUATION: Student should record achieved goal on the progress folder.

EXTENDED ACTIVITY: Obtain examples of different types of letters actually used in area businesses. Use them to make a display of letter styles.

Course: TYPING I | Unit: TYPING PERSONAL AND BUSINESS LETTERS | Competency No: D.1 | Page: 57

COMPETENCY SHEET 37

UNIT: Typing personal and business letters

COMPETENCY: Touch type the apostrophe and quotation mark symbol keys

PERFORMANCE OBJECTIVE: Given copy, you will be able to type at a speed of 34 words a minute for 3 minutes with no more than 4 errors.

LEARNING ACTIVITIES: Place a check mark in appropriate space

Completed (✓)

_____1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 34.

_____2. Review quotation mark sequences on page 60 of the textbook.

_____3. Practice the exercises as directed on the tape.

_____4. Complete the text assignment if additional typing is needed to reach the performance objective.

_____5. Attach the proofguide to the typed lesson and follow previous instructions for turning in work to the resource desk.

EVALUATION: Student should record achieved goal of speed and accuracy on the progress folder.

Course: TYPING I | Unit: TYPING PERSONAL AND BUSINESS LETTERS | Competency No: B.3 | Page: 58

COMPETENCY SHEET 38

UNIT: Typing personal and business letters

COMPETENCY: Type a personal-business letter

PERFORMANCE OBJECTIVE: Given unarranged letter copy, type in blocked arrangement a personal-business letter within 8 minutes with no more than 4 errors.

LEARNING ACTIVITIES: Place a check mark to indicate the completion of an item.

Completed (✓)

_____ 1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 35.

_____ 2. Study the example given of a personal-business letter.

_____ 3. Produce the personal-business letters in blocked style as directed by the tape.

_____ 4. Complete the text-assignment if additional typing is needed to reach the performance objective.

EVALUATION: Student should record the goal met on the progress folder.

Course: TYPING I | Unit: TYPING PERSONAL AND BUSINESS LETTERS | Competency No: D.1 | Page: 59

WAKE UP TO A BETTER IDEA!

EXTENDED ACTIVITIES:

Type a letter to a friend, relative or business associate. Tell them about this typing course you're taking and how you learn to type in a competency based class.

COMPETENCY SHEET 39

UNIT: Typing personal and business letters

COMPETENCY: Review the symbol keys learned

PERFORMANCE OBJECTIVE: Given straight copy, you will be able to type a 5-minute writing at 34 words a minute with no more than 4 errors.

LEARNING ACTIVITIES: Place a check mark when you have completed the item.

Completed (✓)

_____1. If you have achieved the speed and accuracy goal in Competency Sheet 37, skip steps 2-5 tape and do step 6.

_____2. Obtain the cassette for Lesson 36 from the resource desk.

_____3. Type the assignment as directed by the cassette.

_____4. Select your best 5-minute timed writing. Record your speed and errors on Chart 1, "Speed and Accuracy Graph." If the goal was not achieved, go on to Chart 2 "Error Analysis Chart" analyze your errors and type the prescriptive drills.

_____5. Attach the proofguide to the typed Lesson and follow previous instructions for turning in work to the resource desk.

_____6. Complete Workguide pages 47-50 before going to the next lesson.

EVALUATION: Student should record timed writing performance and goal met on the progress folder.

Course: TYPING I | Unit: TYPING PERSONAL AND BUSINESS LETTERS | Competency No: B.3 | Page: 60

COMPETENCY SHEET 40

UNIT: Typing personal and business letters

COMPETENCY: Review letter typing

PERFORMANCE OBJECTIVE: Given a copy of a letter, you will be able to type in blocked form 3 styles of the same letter (formal personal display, personal-business, and standard business arrangement). Type each letter in proper style within 8 minutes and no more than 4 errors.

LEARNING ACTIVITIES: Place a check mark when you complete an item

Completed (✓)

_____ 1. Preview the directions given for various letter form on page 63 of the textbook.

_____ 2. Type letter arrangements as directed in Lesson 37.

_____ 3. Attach the proofguide to the typed letters and follow previous instructions for turning in work to the resource desk.

_____ 4. Complete the text assignment if additional typing is needed to reach the performance objective.

EVALUATION: Student should record goal met on the progress folder.

Course: TYPING I | Unit: TYPING PERSONAL AND BUSINESS LETTERS | Competency No: D.1 | Page: 61

COMPETENCY SHEET 41

UNIT: Typing Tables

COMPETENCY: Touch type #, %, and underscore keys

PERFORMANCE OBJECTIVE: Given straight copy, you will be able to type at 35 words a minute for five minutes within 4 errors.

LEARNING ACTIVITIES: Place a check mark when you complete an item.

Completed (✓)

_____ 1. If the performance goal above was reached previously you may skip the timed-writing section of this lesson.

_____ 2. Obtain slides and tape from resource desk for Lesson 38.

_____ 3. View slides and listen to tape.

_____ 4. Type the exercises as directed by the tape.

_____ 5. Complete the text assignment if additional typing is needed to reach the performance objective.

_____ 6. Attach the proofguide to the lesson typed and follow previous instructions for tuning in work at the resource desk.

_____ 7. Complete Workguide pages 51-52 before going to the next lesson.

EVALUATION: Student should record achieved goal on the progress folder.

EXTENDED ACTIVITIES:

Course: TYPING I | Unit: TYPING TABLES | Competency No: A.1, B.3 | Page: 62

COMPETENCY SHEET 42

UNIT: Typing tables

COMPETENCY: Type an acceptable tabulation

PERFORMANCE OBJECTIVE: Given a typed exercise, you will be able to type a tabulation properly arranged with no more than 2 typographical errors within 7 minutes.

LEARNING ACTIVITIES: Place a check upon completing an item.

Completed (✓)

_____ 1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 39.

_____ 2. Read page 66 and learn the basic parts of a table.

_____ 3. Read page 66 and listen to tape to learn the basic steps in arranging a table.

_____ 4. Type a tabulation as directed by the tape.

_____ 5. Self check your tabulation by comparing it with the proofguide.

_____ 6. Complete the text assignment if additional typing is needed to reach the performance objective.

_____ 7. Follow previous instructions for turning in work at the resource desk.

EVALUATION: Student should record performance met on the progress folder.

EXTENDED ACTIVITIES: Obtain examples of tabulations done at various businesses. Make a display for the typing laboratory showing the different types of tabulations.

Course: TYPING I | Unit: TYPING TABLES | Competency No: D.26 | Page: 63

COMPETENCY SHEET 43

UNIT: Typing tables

COMPETENCY: Touch type the $, ¢, and @ keys and learn how to center one line over another.

PERFORMANCE OBJECTIVES: You will be able to center and type a line over another typed line with 100% accuracy.

LEARNING ACTIVITIES: Place a check mark upon completing a item.

Completed (✓)

_____1. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 40.

_____2. Type the exercise as directed by tape.

_____3. Self check your work by comparison with the proofguide

_____4. Take a timed writing as directed by the tape and record the results.

_____5. Complete the text assignment if additional typing is needed to reach the performance objective.

_____6. Follow previous instructions for turning in work at the desk.

_____7. Complete Workguide pages 53-54 before going on to the next lesson.

EVALUATION: Student should record performance objective met on the progress folder.

EXTENDED ACTIVITY: Make a direction sheet to show the steps for centering a line over another line. This should be in finished form. Try it out with another student to see if he/she understands your directions.

Course: TYPING I | Unit: TYPING TABLES | Competency No: B.3, C.5 | Page: 64

COMPETENCY SHEET 44

UNIT: Typing tables

COMPETENCY: Produce a centered table with column heads

PERFORMANCE OBJECTIVE: From unarranged copy, you will be able to produce a tabulation centered horizontally and vertically in proper arrangements within 7 minutes and with no more than 3 typographical errors.

LEARNING ACTIVITIES: Place a check mark to indicate completion of an item.

Completed (✓)

_____ 1. Notify instructor that you are ready to be rated on the attached rating sheet.

_____ 2. Follow the steps previously given for viewing the slides and listening to the tape for Lesson 41.

_____ 3. Read how to produce tables with column heads on page 69 of the textbook.

_____ 4. Study the table that illustrates technicalities of typing a tabulation with column heads on page 69 of the textbook.

_____ 5. View the slides that illustrate tabulation with column heads.

_____ 6. Type the tabulation exercises as directed by the tape.

_____ 7. Self check your work by comparing it with the proofguide.

_____ 8. Complete the text assignment if additional typing is needed to reach the performance objective.

_____ 9. Follow previous instructions for turning in work at the resource desk.

EVALUATION: Student should record the results on the progress folder. Student will demonstrate proper typing techniques and work habits with a minimum score of 60 points on the attached scale.

Course: TYPING I | Unit: TYPING TABLES | Competency No: C.26 | Page: 65

Typing I
SES 101

NAME _____

DATE _____

TECHNIQUES AND WORK HABIT RATING SCALE

Lesson 41

Key: 5 ** Accomplishes task at all times successfully
4 ** Accomplishes task with almost complete success
3 ** Accomplishes task with minimum acceptability
2 ** Accomplishes task occasionally
1 ** Seldom accomplishes task
0 ** Does not accomplish task

Rate the following items according to the above rating scale. Circle the appropriate rating number on the right.

		Circle One					
		5	4	3	2	1	0
1.	Sits in a comfortable, relaxed position in front of the typewriter, hands in good typing position and fingers well curved.	5	4	3	2	1	0
2.	Keeps fingers upright over home keys and strikes each key with proper fingering.	5	4	3	2	1	0
3.	Returns carrier quickly while keeping eyes on the copy during and following the return and starts new line without pausing.	5	4	3	2	1	0
4.	Reaches tabulator quickly using correct fingering while keeping other fingers in home-key position. Continues typing immediately after tabing with no pause or interruption.	5	4	3	2	1	0
5.	Types symbol keys skillfully and with proper fingers.	5	4	3	2	1	0
6.	Concentrates on copy being typed and keeps carrier moving, typing in a smooth, steady pace.	5	4	3	2	1	0
7.	Adjusts machine quickly and accurately for producing various types of business typing.	5	4	3	2	1	0
8.	Exhibits alert attention to achieving performance goals using a positive attitude toward improvement.	5	4	3	2	1	0
9.	Exercises cleanliness and responsibility at the learning station.	5	4	3	2	1	0
10.	Shows responsibility toward following directions and maintaining record keeping.	5	4	3	2	1	0

TOTAL _____

(OVER)

Course: TYPING I
Unit: TYPING TABLES
Competency No: B.1, B.2 B.3, B.4, B.5
Page: 65a.

TOTAL POINTS _____ x 2 = _____ TOTAL POINTS EARNED

INSTRUCTOR _____

STUDENT _____

COMPETENCY SHEET 45

UNIT: Typing tables

COMPETENCY: Review typing skills

PERFORMANCE OBJECTIVE: Given straight copy from which to type, you will be able to type for 5 minutes at a speed of 35 words a minute with no more than 4 errors.

LEARNING ACTIVITIES: Place a check mark to indicate completion of item.

Completed (✓)

_____1. If you have already achieved the above performance objective, you may skip this Competency Sheet and go on to Competency Sheet #46.

_____2. Practice the exercises given as directed on page 71 of the textbook for Lesson 42.

_____3. Measure your skill in straight-copy typing by taking a 5-minute timed writing using the posttest on page 71 of textbook.

_____4. Complete the text assignment if additional typing is needed to reach the performance objective.

_____5. Follow previous instructions for turning in work at the resource desk.

EVALUATION: Student should record performance goal on the progress folder.

Course: TYPING I | Unit: TYPING TABLES | Competency No:A.1 | Page: 66

COMPETENCY SHEET 46

UNIT: Typing tables

COMPETENCY: Speed up production of letters and tables

PERFORMANCE OBJECTIVES: On the attached Rating Scale you will receive a minimum score of 60%

LEARNING ACTIVITIES: Place check mark when completed

Completed (✓)

_____ 1. Review letter typing rules as given in the Lesson 42.

_____ 2. Review steps in typing tables given in the lesson.

_____ 3. Notify your instructor that you are ready to be evaluated on your typing techniques using the attached rating scale.

_____ 4. Type letters as directed in Lesson 42, page 72 of textbook.

_____ 5. Self check the letter typed by comparing with the proofguide.

_____ 6. Type the tables as directed in Lesson 42, page 72 of the textbook.

_____ 7. Self check by comparing with the proofguide.

_____ 8. Complete the text assignment if additional typing is needed to reach the performance objectives.

EVALUATION: Student should record performance goal achieved on the progress folder.

Course: TYPING TABLES | Unit: TYPING TABLES | Competency No: D.1, D.26 | Page: 67

COMPETENCY SHEET 47

UNIT: Typing Simple Manuscripts

COMPETENCY: Type the !, =, +, typewriter characters used as symbols, and made symbols including the superscripts and subscripts.

PERFORMANCE OBJECTIVE: Given 8 lines in which symbols need to be typed or made, you will be able to type correctly 7 lines.

LEARNING ACTIVITIES: Place a check mark in space when task is completed.

Completed (✓)

_____1. Obtain and view slides and tape for Lesson 44.

_____2. Complete drills as directed.

_____3. If you achieve the goal on the performance check, record the goal met in your progress folder.

_____4. If goal is not met, complete text assignment as directed in the progress folder.

_____5. Follow directions for turning in work.

_____6. Complete Workguide pp. 55-60.

EVALUATION: Student must correctly type 7 out of 8 lines that require symbols to be either made or typed. Student records goal met in progress folder and turns in work for instructor's approval.

Course: TYPING I | Unit: TYPING SIMPLE MANUSCRIPTS | Competency No: B.3 | Page: 68

COMPETENCY SHEET 48

UNIT: Typing simple manuscripts

COMPETENCY: Develop the skills for producing a one-page manuscript.

PERFORMANCE OBJECTIVE: Given arranged copy, you will be able to produce a one-page manuscript with 5 or less errors.

LEARNING ACTIVITIES: Place a check mark in space when task is completed.

Completed (✓)

_____ 1. Obtain and view slides and tape for Lesson 45.

_____ 2. View the slides and listen to the tape.

_____ 3. Remove page 59 from the Workguide to use as a visual guide in placing manuscripts.

_____ 4. Complete drills as direct by the tape.

_____ 5. If performance goal is met, record that achievement in your progress folder.

_____ 6. If goal is not met, complete text assignment as directed by the progress folder.

_____ 7. Turn in work as previously directed for instructor's approval before going on to next competency sheet.

EVALUATION: Student records goal attainment of manuscript page with 5 or less errors in progress folder.

Course: TYPING I | Unit: TYPING SIMPLE MANUSCRIPTS | Competency No: D.9 | Page: 69

COMPETENCY SHEET 49

UNIT: Typing simple manuscripts

COMPETENCY: Type a manuscript with enumerations

PERFORMANCE OBJECTIVE: You will be able to type a one-page manuscript with enumerations with 5 or less errors.

LEARNING ACTIVITIES: Place a check mark in space when task is completed.

Completed (✓)

_____ 1. View slides and listen to tape for Lesson 46.

_____ 2. If you have previously achieved the goal of 35 words a minute with 4 or less errors, you may skip slides 5-7.

_____ 3. Take the 5-minute timed writing as appears on p. 77 46C of your text and as is directed on slides 8-9.

_____ 4. Record your best timed writing in your progress folder.

_____ 5. If your goal was not met, complete text assignment as directed in your progress folder or complete the procedures for recording, prescribing and completing drills in Championship Typing Drills.

_____ 6. Listen to tape and view directions on typing enumerations in manuscripts.

_____ 7. Complete manuscript with enumerations as directed using the visual guide you obtained from the workguide.

_____ 8. If you have met the performance goal, record this in your progress folder.

_____ 9. Complete Manuscript 6 if the performance objective was not met.

_____ 10. Follow proper procedures to turn in work at the resource desk for instructor's approval.

EVALUATION: Manuscript typed with 5 or less errors.

Course: TYPING I | Unit: TYPING SIMPLE MANUSCRIPTS | Competency No: D.9 | Page: 70

COMPETENCY SHEET 50

UNIT: Typing simple manuscripts

COMPETENCY: To learn enumeration arrangements for letters, radio scripts, bibliographies, and outlines and to type an outline.

PERFORMANCE OBJECTIVE: Type an outline with 5 or less errors.

LEARNING ACTIVITIES: Be sure to check off learning activities upon completion.

Completed (✓)

_____ 1. Obtain slides and tape for Lesson 47

_____ 2. If you have achieved the 5-minute timed writing speed goal of 35 words a minute with 4 or less errors, you may skip slides 4-8.

_____ 3. Complete drills as directed on slides and tape.

_____ 4. Use your visual guide to type outline.

_____ 5. If you were able to complete Manuscript 7 the first time with 5 or less errors, you may record this in your progress folder.

_____ 6. If you did not complete Manuscript 7 with 5 or less errors, type Manuscript 7 again using your text, p. 79.

_____ 7. If performance goal is not met, complete text assignment as directed in the progress folder.

_____ 8. Follow procedures for turning in work.

EVALUATION: Student records achievement of goal in progress folder.

Course: TYPING I | Unit: TYPING SIMPLE MANUSCRIPTS | Competency No: D.3, D.12, D.13 | Page: 71

COMPETENCY SHEET 51

UNIT: Typing simple manuscripts

COMPETENCY: Improving speed on typing simple letters, tables and manuscripts in preparation for Progress Test.

PERFORMANCE OBJECTIVE: You will be able to type from unarranged copy a simple letter, table and enumerated manuscript each within 10 minutes with no more than 4 errors on each problem.

LEARNING ACTIVITIES: Check off learning activities upon completion.

Completed (✓)

_____1. Turn to p. 80 of your text, Lessons 48-49.

_____2. Complete drills 48 A-C as needed for improving speed and accuracy attainment on timed writings.

_____3. Complete problem typing 48/49D. pp. 80-81. Your goal is to complete each problem within 10 minutes with no more than 4 errors on each problem.

_____4. If you do not achieve the performance goal, complete the text assignment as directed in the progress folder.

_____5. Record attainment of goal in progress folder and turn in work as previously directed for instructor's approval before going on to Progress Test 2.

_____6. Look over, but do not write on, the General Information Test in pp. 69-70 of your Workguide.

EVALUATION: Student records attainment of goal of typing problems with 10 minutes each with no more than 4 errors. Instructor will approve work before student goes on to Progress Test 2.

Course: TYPING I | Unit: TYPING SIMPLE MANU-SCRIPTS | Competency No: D.1,D.26 | Page: 72

COMPETENCY SHEET 52

UNIT:	Progress Test on Part 2
COMPETENCY:	Typing simple letters, tables and enumerated manuscripts
PERFORMANCE OBJECTIVE:	You will be able to type a 5-minute timed writing with a minimum of 22 words a minute with no more than 4 errors. You will be able to answer a General Information Test on the information in Part 2 with a minimum of 90% accuracy. You will be able to type from unarranged copy, a simple enumerated manuscript, a table with columnar headings, and a simple letter with enumerations each within 10 minutes with no more than 4 points deducted from each problem.
LEARNING ACTIVITIES:	Check off learning activities upon completion.

Completed (✓)

_____ 1. Review, but do not write on, the General Information Test for Part 2 from your Workguide pp. 69-70.

_____ 2. Practice on plain paper, the problems from Progress Test 2., pp. 82-83.

_____ 3. When you are ready, move to a work station designated for test taking purposes.

_____ 4. Notify your instructor that you are ready to take the Progress Test on Part 2.

_____ 5. As each portion of the test is completed, you will proofread and turn in that portion to your instructor.

EVALUATION: 5-minute timed writings are graded on the scale listed in the evaluation section of your Course of Study.

The General Information Test is graded on the following scale:
50-49 correct = A
48 correct = B
47-46 correct = C
45 correct = D

OVER

Course: TYPING I | Unit: PROGRESS TEST ON PART 2 | Competency No: A.1,D.1, D.26, D.9 | Page: 73

The problem typing test is graded on the major/minor error system. Refer to your Course of Study for the grading scale for problem typing.

COMPETENCY SHEET 53

UNIT: Improving typing skill

COMPETENCY: Learning how to center on lines

PERFORMANCE OBJECTIVE: Given three typed lines of different length, you will be able to center three different length names over each line with 100% accuracy.

LEARNING ACTIVITIES: Check off learning activities upon completion.

(✓)

_____ 1. If you have achieved a timed writing speed of 36 words a minute for three minutes with 3 or less errors, you may skip Tape 51A. If you have not achieved the speed and accuracy goal, you should obtain Tape 51A and complete the drills as directed.

_____ 2. Record speed and accuracy on 3-minute timed writing in your progress folder.

_____ 3. Obtain slides and tape for Lesson 51B.

_____ 4. View slides and complete drills as directed by the tape.

_____ 5. Complete drill on centering over line.

_____ 6. Have your instructor check your work before recording attainment of goal in progress folder.

_____ 7. Complete text assignment if goal is not met.

_____ 8. Turn in work to resource desk.

EVALUATION: Record attainment of goal if the letter "e" lines up in all three lines.

Course: TYPING I | Unit: IMPROVING TYPING SKILL | Competency No: C.11 | Page: 74

OBJECTIVES FOR PART 3 (Lessons 51-75)

Part 3 is designed to enable you to demonstrate the following abilities when you take the Progress Test in Lesson 75.

CATEGORY	COMPETENCY LEVELS
1. TOUCH TYPING: Without raising your eyes from what you are copying, you will operate keys by touch, will return and indent the carriage or carrier for the date line and closing lines of a letter by touch, and will tabulate the columns of an invoice by touch.	Points earned 60-69 (D) | 70-79 (C) | 80-89 (B) | 90-100 (A)
2. TECHNICALITIES: You will answer the questions on an objective test covering the technical information introduced in Part 3, including the use of revision (rough draft) marks, footnote abbreviations, positioning of attention lines and subject lines, and the like.	Number correct 59 (D) | 60-62 (C) | 63-64 (B) | 65-66 (A)
3. PRODUCTION: Within the stated time limit, using appropriate spacing, display, and positioning, you will execute the following jobs from unarranged or rough-draft copy: (a) an average-length business letter, (b) a long invoice with five columns and many numbers, and (c) a one-page manuscript with footnotes.	Points earned 6 (D) | 7 (C) | 8 (B) | 9-10 (A)
4. SKILL RATE: You will copy paragraph material of average difficulty line for line with no more than 3 errors on a 5-minute timing.	Words a minute 24-26 (D) | 27-32 (C) | 33-35 (B) | 36+ (A)

COMPETENCY SHEET 54

UNIT: Improving typing skill

COMPETENCY: Increasing speed and accuracy on timed writings.

PERFORMANCE OBJECTIVE: On straight copy typing, you will be able to type 36 words a minute with 3 or less errors for 5 minutes.

LEARNING ACTIVITIES: Check off activities upon completion.

Completed (✓)

_____1. If you have achieved the above performance goal, you may skip this competency sheet and go on to Competency Sheet 55.

_____2. Obtain and listen to tape for Lesson 52.

_____3. Complete drill from text as directed by tape.

_____4. If you are not able to achieve the performance goal, follow procedures as previously outlined for recording, analyzing and typing drills in Championship Typing Drills.

_____5. Record speed and errors on your best 5-minute timed writing in progress folder and follow previous procedures for turning in work.

EVALUATION: Student records speed and errors in progress folder. Refer to evaluation section of Course of Study for timed writing grade scale.

Course: TYPING I | Unit: IMPROVING TYPING SKILL | Competency No: A.1 | Page: 76

COMPETENCY SHEET 55

UNIT: Improving typing skill

COMPETENCY: Insert and align letters and words horizontally

PERFORMANCE OBJECTIVE: Given 4 lines typed with letters and words missing, you will be able to reinsert paper, make necessary adjustments and type in the missing words and letters with 100% accuracy.

LEARNING ACTIVITIES: Check off activities upon completion.

Completed (✓)

_____ 1. If you have achieved the speed and accuracy goal of 36 words a minute with 3 or less errors on a 3-minute timed writing, you may skip Tape 53A and go on to tape and slides 53B.

_____ 2. Complete drills as directed on 53A to achieve speed and accuracy goal.

_____ 3. Obtain slides and tape for Lesson 53B.

_____ 4. View slides and complete drills as directed on tape.

_____ 5. Have your instructor check your work before recording attainment of performance objective in progress folder.

_____ 6. Complete text assignment if extra practice is needed.

_____ 7. Turn in work to resource desk.

EVALUATION: After having instructor approve your work, record attainment of performance objective in progress folder.

Course: TYPING I | Unit: IMPROVING TYPING SKILL | Competency No: C.10 | Page: 77

COMPETENCY SHEET 56

UNIT:	Improving typing skill
COMPETENCY:	Typing straight copy timed writings
PERFORMANCE OBJECTIVE:	Given straight copy, you will be able to type at a speed of 36 words a minute for 5-minutes with no more than 3 errors.

LEARNING ACTIVITIES: Check off activities upon completion.

Completed (✓)

_____ 1. If you have previously achieved the performance objective above, you may move on to Competency Sheet 57. However, you may not pass "Go" and you may not collect $200. (However, you may go to the resource desk to collect a prize!)

_____ 2. Obtain tape for Lesson 54 and complete drills as directed on tape.

_____ 3. Record the best of your timed writings in the progress folder.

_____ 4. If you need to work on speed and/or accuracy, you should follow the procedures previously used to record, analyze and prescribe drills from Championship Typing Drills.

_____ 5. Turn in work to resource desk.

_____ 6. Complete Workguide pp. 77-78 for the next lesson.

_____ 7. Be sure to bring a typing eraser for the next competency.

EVALUATION: Refer to scales for timed writing grades for Part 3 in your Course of Study. Student records speed and errors in his/her progress folder.

Course: TYPING I | Unit: IMPROVING TYPING | Competency No: A.1 | Page: 78

DON'T FORGET

DON'T FORGET A TYPING ERASER

FOR THE NEXT COMPETENCY!

DID YOU REMEMBER YOUR TYPING ERASER?

COMPETENCY SHEET 57

UNIT: Improving typing skills

COMPETENCY: Make erasure and correction on typed work

PERFORMANCE OBJECTIVE: Given a line that requires erasing, squeezing, and expanding, you will be able to erase, and make the corrections with 100% accuracy.

LEARNING ACTIVITIES: Check off activities upon completion.

Completed (✓)

_____ 1. If you have achieved the speed and accuracy goal of 36 words a minute for 3 minutes with 3 or less errors, you may skip the tape for Lesson 55A and go on to Activity 3.

_____ 2. Obtain tape for Lesson 55A and complete drills as directed.

_____ 3. Obtain sldies and tape for Lesson 55B.

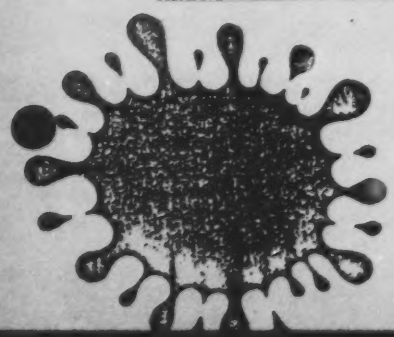
_____ 4. View slides and complete drills as directed.

_____ 5. Read information sheet attached on squeezing and expanding letters.

_____ 6. Complete drill sentence on performance check that involves squeezing and expanding.

_____ 7. Have your instructor check your work before checking off attainment of goal.

_____ 8. Turn in work to the resource desk.



EVALUATION: Instructor will check performance exercise, and student will check off attainment of goal in progress folder

NOTE: REMEMBER TO KEEP YOUR WORK NEAT!

COMPETENCY SHEET 58

UNIT: Improving typing skills

COMPETENCY: Increase speed and accuracy on 5-minute timed writings

PERFORMANCE OBJECTIVE: On straight copy, you will be able to type 36 words a minute for 5 minutes with 3 or less errors.

LEARNING ACTIVITIES: Don't forget a check mark!

_____1. If you have achieved the above performance objective, you may skip this competency sheet.

_____2. Obtain tape for Lesson 56 and complete the drills as directed on the tape.

_____3. Notify your instructor when you are ready to take the 5-minute timed writings. If your best timed writing does not met the performance goal nor is acceptable on the grading scale for timed writings in your Course of Study, you should go on to Activity 4.

_____4. Follow appropriate procedures for doing prescriptive drills in Championship Typing Drills. Do not forget to take 1-minute timed writings on the Diagnostic Sentences on p. 8.

_____5. Turn in your work to the resource desk.

EVALUATION: Record your best timed writing in your progress folder.

Course: TYPING I | Unit: IMPROVING TYPING SKILLS | Competency No: A.1 | Page: 80

COMPETENCY SHEET 59

UNIT: Correspondence--Skill drive

COMPETENCY: Improve typing skills

PERFORMANCE OBJECTIVE: Type 36 words a minute for 5 minutes with no more than 3 errors.

LEARNING ACTIVITIES: Don't forget a check mark!

_____ 1. If you have already achieved the goal above, not only do you get to skip steps 2 and 3, but you may go to the resource desk and collect a prize!

_____ 2. Obtain tape from resource desk for Lesson 57.

_____ 3. Type drills as directed to improve speed and accuracy.

_____ 4. Take a 5-minute timed writing.

_____ 5. Proofread and calculate words per minute.

_____ 6. Record the best 5-minute timing on Chart 1 and fill in Chart 2 "Error Analysis Chart." Complete drills as prescribed if you didn't achieve your goal.

EVALUATION: Student should record performance goal met on the timed writing on the progress folder.

Course: TYPING I | Unit: CORRESPONDENCE--SKILL DRIVE | Competency No: A.1 | Page: 81

COMPETENCY SHEET 60

UNIT: Correspondence--Card typing

COMPETENCY: Produce original and fill-in postal cards

PERFORMANCE OBJECTIVE: You will be able to type a postal card from unarranged copy within 5 minutes with no more than 3 errors.

Type a fill-in postal card from unarranged copy within 5 minutes with no more than 1 error.

LEARNING ACTIVITIES: Place a check mark in space when task is completed.

_____ 1. Follow previous procedure for obtaining slides and tape and viewing and listening to them for Lesson 58.

_____ 2. Study the illustrations of postal cards pictured on page 95 of the textbook.

_____ 3. Type postal card exercises as directed by the tape and slides.

_____ 4. Self check your typing by comparing with the proofguide.

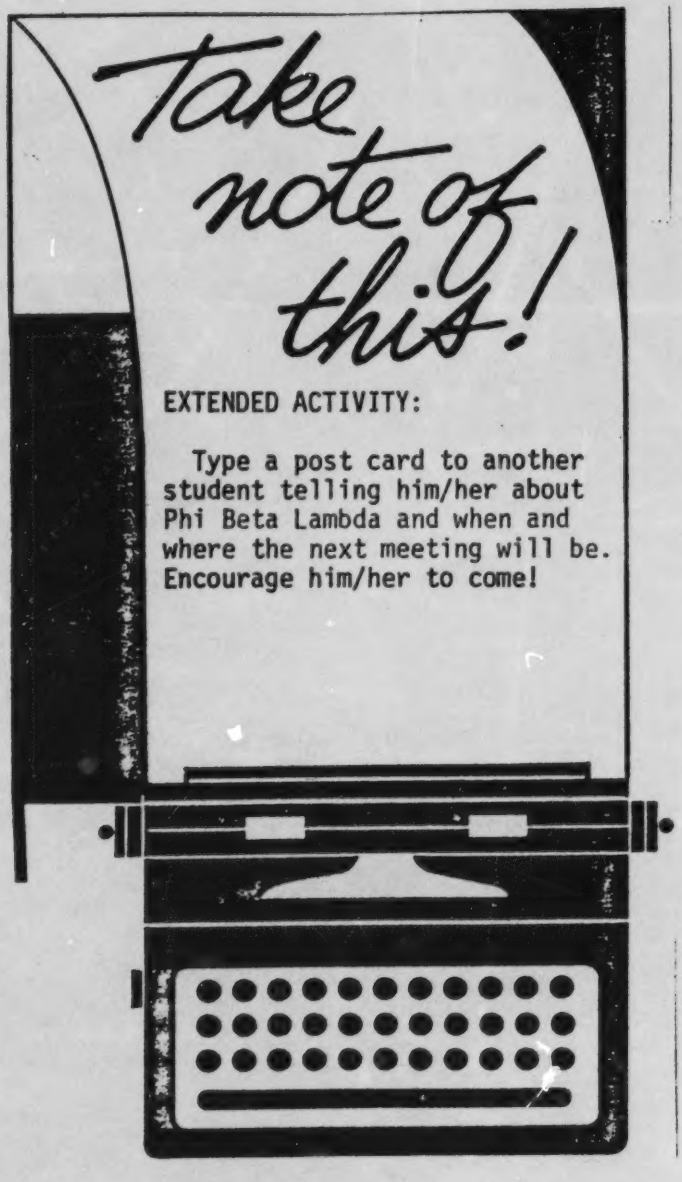
_____ 5. Complete the text assignment if additional typing is needed to reach the performance objective.

_____ 6. Attach the proofguide to the lesson and follow previous instructions for turning in work to the resource desk.

_____ 7. Bring envelopes to class for next lesson.

EVALUATION: Student should record the performance goal in the progress folder.

Course: TYPING I | Unit: CORRESPONDENCE--CARD TYPING | Competency No: D.14. | Page: 82


Take note of this!
EXTENDED ACTIVITY:
Type a post card to another student telling him/her about Phi Beta Lambda and when and where the next meeting will be. Encourage him/her to come!

COMPETENCY SHEET 61

UNIT: Correspondence - Skill drive

COMPETENCY: Improve your typing skills

PERFORMANCE OBJECTIVE: You will be able to type a drill for 5 minutes at a speed of 36 words a minute with no more than 3 errors.

LEARNING ACTIVITIES: Don't forget the check mark!

_____1. If you have achieved the goal above, you may go on to the next competency sheet.

_____2. Type tune-up review lines for Lesson 59A

_____3. Type preview lines

_____4. Type a 5-minute writing as provided in Lesson 59A.

_____5. Proofread and calculate speed.

_____6. Determine if you should strive for speed or accuracy.

_____7. Type the practice lines appropriate for your purpose--speed or accuracy.

_____8. Follow the procedures for taking a 1-minute timed writing a sentence - of Diagnostic Pretest. Type prescriptive drills.

_____9. Follow previous instructions for turning in work to the resource desk.

EVALUATION: Student should record results of speed check performance on the progress folder.

Course: TYPING I | Unit: CORRESPONDENCE--SKILL DRIVE | Competency No: A.1 | Page: 83

OPEN

Course:	Unit:	Competency No.	Page:
TYPING I	CORRESPONDENCE - ENVELOPE TYPING	D,7	84

COMPETENCY SHEET 62

UNIT: Correspondence - envelope typing

COMPETENCY: Type addresses on standard-size envelopes (small and large)

PERFORMANCE OBJECTIVE: Given return addresses and letter addresses as well as special envelope notations, you will be able to type 2 envelopes properly spaced with one error or less on each envelope.

LEARNING ACTIVITIES: Don't forget your check mark!

_____1. Follow previous steps for securing, viewing, and listening to slides and tape for Lesson 59-B.

_____2. Read and view directions for typing envelopes as given on the slide and on page 99 of textbook.

_____3. Address the envelopes as directed by the tape and slides.

_____4. Self check the envelopes typed with the key as shown on the slides.

_____5. Record goal met on the progress folder.

_____6. Type text assignment if additional practice is needed to achieve performance objective.

_____7. Follow previous instructions for turning in lesson at the resource desk if performance objective has been met.

_____8. Complete Workguide pages 83 and 84 before going to the next lesson.

EVALUATION: Student should record goal met on the progress folder.

COMPETENCY SHEET 63

UNIT: Correspondence - letter typing

COMPETENCY: Type a business letter with special lines.

PERFORMANCE OBJECTIVE: Given unarranged copy of a letter, you will be able to type it in properly arranged form within 8 minutes and with 5 or less errors.

LEARNING ACTIVITIES: Don't forget the check mark!

_____1. Follow previous steps for securing, viewing, and listening to slides and tape for Lesson 60.

_____2. Observe the placement of special letter parts as illustrated on slides and as shown on pages 98 and 100 of textbook.

_____3. Produce the letters as directed by the tape.

_____4. Self check the letters you have typed by comparing with the proofguide.

_____5. Type the text assignment if additional practice is needed to achieve the performance objective.

EVALUATION: Student should record achieved goal on the progress folder.

Course: TYPING I | Unit: CORRESPONDENCE-LETTER TYPING | Competency No: D.2 | Page: 85

COMPETENCY SHEET 64

UNIT: Correspondence - letter typing skill drive

COMPETENCY: Review letter typing

PERFORMANCE OBJECTIVE: Given a 5-minute timed writing, you will be able to type at a speed of 36 words a minute with no more than 3 errors.

LEARNING ACTIVITIES: Don't forget the check mark!

_____1. If you have achieved the above goal, you may skip this competency sheet and go on to the next.

_____2. Obtain tape from resource desk for Lesson 61 and follow previous instructions for listening to tape.

_____3. Follow the directions given for sprint writings to develop speed.

_____4. Type a 5-minute timed writing as directed by the tape.

_____5. Record your speed and errors of the best timing on Chart 1. Complete the "Error Analysis Chart" and do prescribed drills.

EVALUATION: Student should record achieved goal on the progress folder.

Course: TYPING I | Unit: CORRESPONDENCE - LETTER TYPING SKILL DRIVE | Competency No: A,1 | Page: 86

COMPETENCY SHEET 65

UNIT: Correspondence - letter review

COMPETENCY: Type business letters with tables

PERFORMANCE OBJECTIVE: You will be able to type two business letters with tables properly arranged with 4 or less errors.

LEARNING ACTIVITIES: Don't forget check mark!

_____1. Remove Workguide pages 95-98 from booklet.

_____2. Turn to page 102 of textbook and read 62D at bottom of page.

_____3. Follow directions given at top of page 103.

_____4. Type the letters as directed on page 103.

_____5. Check the letters by comparing with the proofguide.

_____6. Complete text assignment if performance goal was not met.

_____7. Follow previous instructions given for turning in lesson in the progress folder and leaving it at the resource desk.

EVALUATION: Student should record achieved goal on the progress folder.

Course: TYPING I | Unit: CORRESPONDENCE-LETTER REVIEW | Competency No: D.3 | Page: 87

COMPETENCY SHEET 66

UNIT:	Form Typing
COMPETENCY:	Improve typing skills
PERFORMANCE OBJECTIVE:	You will be able to type a timed writing for 5 minutes at a speed of 36 words a minute with 3 or less errors.
LEARNING ACTIVITIES:	Don't forget check mark!

_____1. If you have achieved the goal above, you may skip this Competency Sheet and go on to the next.

_____2. Turn to page 104 of text; insert paper, make machine adjustments in readiness for typing Lesson 63.

_____3. Type the tune-up exercise following directions given on the tape.

_____4. Type preview lines as directed by the tape.

_____5. Take a 5-minute timed writing.

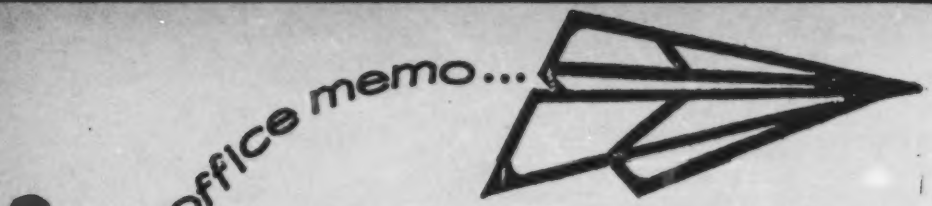
_____6. Proofread the timed writing, circle errors, and compute speed.

_____7. Complete the text assignment if additional typing is needed to meet the performance objective.

_____8. Follow previous steps given for turning in typed lesson in progress folder and leave it at the resource desk if you have met the performance goal.

EVALUATION: Student should record both speed and error scores on the progress folder. If you achieved your performance objective advance to the next lesson.

Course: TYPING I | Unit: FORM TYPING | Competency No: A.1 | Page: 88



COMPETENCY SHEET 67

UNIT:	Form typing
COMPETENCY:	Type an interoffice memorandum on a plain sheet and one on a printed form.
PERFORMANCE OBJECTIVE:	You will be able to type a memorandum with three or less errors.
LEARNING ACTIVITIES:	Don't forget the check mark!

_____1. Follow previous steps for obtaining and using tape and slides for Lesson 64.

_____2. Observe the rules for typing interoffice memos as illustrated on the slide.

_____3. Study the information at the top of page 105 which gives the spacing rules for typing an interoffice memorandum.

_____4. Type a memo as directed by the tape.

_____5. Check your typed memo by comparing it with the proofguide.

_____6. Type the text assignment if additional typing is needed in order to obtain the performance objective.

_____7. Follow previous instructions for attaching proofguide to lesson and turning in your work in the progress folder to the resource desk if you reached the performance objective.

EVALUATION: Student should record achieved goal on the progress folder.

Course: TYPING I | Unit: FORM TYPING | Competency No: D.15 | Page: 89

COMPETENCY SHEET 68

UNIT: Forms typing

COMPETENCY: Improving typing skill

PERFORMANCE OBJECTIVE: Type for 5 minutes at a speed of 36 words a minute with 3 errors or less.

LEARNING ACTIVITIES: Don't forget the check mark!

_____ 1. Obtain the tape for Lesson 65-A from the resource desk and follow previous instructions for listening to the tape.

_____ 2. Open your textbook to page 107 of textbook and make machine adjustments as directed.

_____ 3. Type the tune-up exercise as directed.

_____ 4. Type the preview-word sprints as directed.

_____ 5. Take the 5-minute timed writing as directed by the tape.

_____ 6. Proofread; circle errors; calculate speed.

_____ 7. Follow procedures previously given for doing prescriptive drills.

_____ 8. Follow previous end-of-lesson instructions and turn in progress folder to the resource desk if you have met the performance objective.

EVALUATION: Student should record both speed and error scores on the the progress folder.

Course: TYPING I | Unit: FORMS TYPING | Competency No: A.1 | Page: 90

COMPETENCY SHEET 69

UNIT:	Form typing
COMPETENCY:	Type an invoice on a printed form
PERFORMANCE OBJECTIVE:	You will be able to produce an invoice properly arranged with 3 errors or less.
LEARNING ACTIVITIES:	Don't forget the check mark!

_____	1.	Obtain slides and tape for Lesson 65-B from the resource desk and follow previous steps given for viewing and listening to the lesson.
_____	2.	Read and study information on how to type an invoice at the top of page 108 of the textbook.
_____	3.	View the slides illustrating invoice typing.
_____	4.	Type an invoice as instructed by the tape.
_____	5.	Check the invoice by comparing it to the key on slide 9 and circle all errors.
_____	6.	Complete text assignment if additional typing is needed to reach the performance objective.
_____	7.	Follow previous end-of-lesson instructions if you have obtained the performance goal.

EVALUATION: Record your performance goal met on the progress folder.

Course: TYPING I | Unit: FORM TYPING | Competency No: D.18 | Page: 91

COMPETENCY SHEET 70

UNIT: Forms typing

COMPETENCY: Learn to type telegrams

PERFORMANCE OBJECTIVE: Type a telegram properly arranged with 2 errors or less.

LEARNING ACTIVITIES: Don't forget the check mark!

_____ 1. Follow previous steps given for getting slides and tape for Lesson 66 and viewing and listening to them.

_____ 2. Observe the rules for typing a telegram on a printed form as illustrated by the slides.

_____ 3. Study the information given on page 109 of the textbook which explains the rules for correct spacing and setting tabs.

_____ 4. Type the telegram as directed by the tape.

_____ 5. Check the telegram you have typed by comparing it with the key on slide 11.

_____ 6. Type additional telegrams as directed by tape.

_____ 7. Complete the text assignment if additional typing is necessary to reach the performance objective.

EVALUATION: Student should record goal met on the progress folder.

Course: TYPING I | Unit: FORMS TYPING | Competency No: D.16 | Page: 92

COMPETENCY SHEET 71

UNIT:	Forms typing
COMPETENCY:	Build typing skill
PERFORMANCE OBJECTIVE:	You will be able to type for 5 minutes at a speed of at least 36 words a minute with 3 errors or less.
LEARNING ACTIVITIES:	Don't forget the check mark!

Course: TYPING I | Unit: FORMS TYPING | Competency No: A.1 | Page: 93

_____ 1. If you have achieved the above performance objective you may skip this Competency Sheet and go on to the next.

_____ 2. Turn to page 110 of textbook and make machine adjustments as directed in making readiness to type Lesson 67.

_____ 3. Type the tune-up exercise following directions.

_____ 4. Type the preview phrases as directed in the directions column of the textbook.

_____ 5. Take a 5-minute timed writing as directed.

_____ 6. Proofread the timed writing, circle errors, and calculate speed.

_____ 7. If performance goal is not met, complete procedures for recording, analyzing and performing prescribed drills in Championship Typing Drills.

_____ 8. Follow previous instructions for turning in typed lesson.

EVALUATION: Student should make a mental note of speed and accuracy achieved on the 5-minute timed writing.

COMPETENCY SHEET 72

UNIT: Forms Typing

COMPETENCY: Review and type a blocked letter, invoice, interoffice memo, and a telegram making 1 carbon copy of each.

PERFORMANCE OBJECTIVE: You will be able to type a business office project consisting of 4 items in 30 minutes not exceeding the number of errors as shown below:

1. Blocked letter - 5 errors or less
2. Invoice - 3 errors or less
3. Interoffice memo - 4 errors or less
4. Telegram - 2 errors or less

LEARNING ACTIVITIES:

_____1. Turn to Lesson 68, page 110-111 of textbook and make machine adjustments as directed to type problems.

_____2. Read and study the illustration at the bottom of page 111 on how to type using carbon paper to make extra copies.

_____3. Type the four items assigned as directed by the textbook and try to complete all within 30 minutes.

_____4. Proofread; circle errors; compare with the proofguides for each of these items.

_____5. Complete the text assignment if additional typing is necessary to reach the performance objective.

_____6. Follow previous steps given for turning in lesson in progress folder and leave at the resource desk.

_____7. Complete Workguide pages 115-116 before going to the next lesson.

EVALUATION: The student should indicate the goal met on the progress folder.

Course: TYPING I | Unit: FORMS TYPING | Competency No. D.1, D.18 D.15, D.16 | Page: 94

COMPETENCY SHEET 73

UNIT:	Formal manuscripts
COMPETENCY:	Type from rough drafts
PERFORMANCE OBJECTIVES:	Given a paragraph with revision marks, you will be able to retype the paragraph with 90% accuracy (18 revision marks correctly typed)

LEARNING ACTIVITIES:

_____ 1. View slides and tape for Lesson 69

_____ 2. Complete drills as directed on tape

_____ 3. Complete slide 74 with no more than 2 errors. If you do not attach the performance goal, return to slide 14 and retype it.

_____ 4. If you have achieved the goal of 36 words a minute with 3 or less errors on a 5-minute timing, you may skip slides 16 and 17 (5-minute timed writings).

_____ 5. Follow directions for prescribing drills if your timed writing speed goal is not attained.

_____ 6. Follow proper steps for turning in work for instructor's approval.

_____ 7. Complete Workguide pp. 117-118 for next competency.

EVALUATION: Paragraph typed with no more than 2 errors. Instructor checks work before student advanced.

Course: TYPING I | Unit: FORMAL MANUSCRIPTS | Competency No: C.12, D.17 | Page: 95

COMPETENCY SHEET 74

UNIT: Formal manuscripts

COMPETENCY: Type formal manuscript

PERFORMANCE OBJECTIVE: From a 2-page revised manuscript, you will be able to type a final draft with no more than 5 errors on the first page or 4 errors on the second page.

LEARNING ACTIVITY:

_____1. Obtain slides and Tape for Lesson 70 and review information as presented.

_____2. Complete manuscript as directed on the tape. If you are able to complete the manuscript with 5 or less errors the first time you may record the goal met in your progress folder.

_____3. If you do not meet the goal, you should complete Manuscript 12 on p. 114 of the text.

_____4. Turn in work as directed

EVALUATION: Manuscript should have no more than 5 errors the first time it is typed or 4 errors on the second attempt. Instructor should approve work before student goes on.

Course: TYPING I | Unit: FORMAL MANUSCRIPTS | Competency No: D.17 | Page: 96

COMPETENCY SHEET 75

UNIT:	Formal manuscripts
COMPETENCY:	Type from rough draft, a manuscript with footnotes.
PERFORMANCE OBJECTIVE:	Given rough draft copy with footnotes you will be able to retype the manuscript with no more than 4 points per page deducted based on major/minor errors (see Course of Study).

LEARNING ACTIVITIES:

_____1. If needed, complete tune-up drill 71A p. 114.

_____2. View and listen to slides and tape 72 and complete drills on slides 1-18. This is important information on [illegible] notes. DON'T MISS IT! Review if necessary.

_____3. Have your instructor check your work before you go on.

_____4. Read directions for problem 71C on the bottom of p. 114 and top of p. 115.

_____5. Before typing the manuscript that appears on pp. 115-116, read the manuscript--it has important information in it you shouldn't miss.

_____6. Proofread and correct your errors neatly!

_____7. Attach proofguide and turn in work for instructor's approval.

EVALUATION: No more than 4 points deducted from each page for uncorrected errors based on the major/minor errors grading scale in the Course of Study.

Course: TYPING I | Unit: FORMAL MANUSCRIPTS | Competency No: D.10 | Page: 97

COMPETENCY SHEET 76

UNIT: Typing formal manuscripts

COMPETENCY: Increase speed and accuracy in problem typing

PERFORMANCE OBJECTIVE: From unarranged, rough draft copy, you will be able to type with 10 minutes per problem a blocked letter, invoice and formal manuscript with no more than 4 points deducted (major/minor errors) per page.

LEARNING ACTIVITIES:

_____1. Obtain slides and tape for Lesson 73-74.

_____2. Complete rough draft copy timing from p. 117, 73C as directed on tape. Your goal is 36 words a minute with no more than 3 errors. The minimum competency for this is 24 words a minute with no more than 3 errors.

_____3. Complete Letter 27 from 73C as directed by tape. See if you can complete it within 10 minutes. Proofread and correct errors.

_____4. Complete invoices p. 118, Forms 17-18 as directed. Try to complete each invoice within 5 minutes. Proofread and correct errors.

_____5. Complete Manuscript 15 as directed. Try to complete within 10 minutes. Proofread and correct errors.

_____6. If you had problems completing any problem, retype the problem.

_____7. Turn in work with proofguides as previously directed.

_____8. Review, but do not write on, the General Information Test, pp. 123-124 of your Workguide.

EVALUATION: Each problem typed with no more than 4 points deducted (major/minor errors) for each uncorrected error. See Evaluation section of Course of Study.

Course: TYPING I | Unit: TYPING FORMAL MANUSCRIPTS | Competency No: D.2, D.10, D.18 | Page: 98

COMPETENCY SHEET 77

UNIT: Progress Test 3

COMPETENCY:

PERFORMANCE OBJECTIVE: Given straight copy, you will be able to type a minimum of 24 words a minute for 5 minutes with 3 or less errors.

Given an objective test in materials from this course, you will be able to complete the test with a minimum of 90% accuracy.

Given unarranged and rough draft copy of a letter, invoice and formal manuscript, you will be able to type each within 15 minutes each with no more than 4 points deducted (major/minor errors) for uncorrected errors.

Course: TYPING I | Unit: PROGRESS TEST 3 | Competency No: A.1,C.1-D.1,D.2,D.18 | Page: 99

LEARNING ACTIVITIES:

_____1. If you haven't done so already, review but do not write on the General Information Test for Part 3, pp. 123-124 in your Workguide.

_____2. Practice, on plain paper, the Progress Test on Part 3, pp. 119-120. Time yourself to see if you can complete each of the problems within 15 minutes.

_____3. When you are ready, notify your instructor and move to a typewriter designated for test taking. She/her will give you the appropriate slides and tape for Lesson 75.

EVALUATION: Timed Writing (Error Cut-off at 4th Error)

Refer to grading scale for timed writings, Part 3 in the Course of Study.

General Information Test A minimum of 90% accuracy is required.

The grading scale is as follows:

59 correct = D
60-62 correct = C
63-64 correct = B
65-66 correct = A

OVER

Problem Typing Grades are based on major/minor errors. No more than 4 points deducted from each problem is allowed. There is a time limit of 15 minutes per problem.

THE END

WOR-WIC TECH

COMMUNITY COLLEGE

CERTIFIES THAT

_____

STUDENT

HAS ACHIEVED THE COMPETENCIES AS LISTED INSIDE
OF THIS PROFILE

DATE _____

REVISED DATE _____

INSTRUCTOR _____

INSTRUCTOR _____

A. STRAIGHT CO

	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	5
SPEED																															
ERRORS																															

RATING SCALE

This scale represents the student's performance under classroom evaluation conditions.

5 ** Accomplishes task at all times successfully
4 ** Accomplishes task with almost complete success
3 ** Accomplishes task with minimum acceptability
2 ** Accomplishes task occasionally
1 ** Seldom accomplishes task
0 ** Does not accomplish task

At the end of student's course of study, he/she was able to perform at the following levels of competency:

	5	4	3	2	1	0
B. TYPING TECHNIQUES AND WORK HABITS						
B. 1. Typing letter keys						
B. 2. Typing number keys						
B. 3. Typing symbol keys						
B. 4. Operating service keys						
B. 5. Work Habits						
C. BASIC KNOWLEDGE OF TYPING						
C. 1. Word-division rules						
C. 2. Setting margins						
C. 3. Ending lines by margin bell						
C. 4. Proofreading						
C. 5. Centering horizontally						
C. 6. Centering vertically						
C. 7. Applying capitalization rules						
C. 8. Spread centering						
C. 9. Making corrections						
C.10. Typing insertions						
C.11. Centering on lines						
C.12. Using proofreader's marks						
D. OFFICE PRODUCTION TYPING						
D. 1. Simple business letters						
D. 2. Letters with special features (parts)						
D. 3. Letters with tables in them						

PY TYPING SPEED

55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	

	5	4	3	2	1	0
D. 4. Two-page letters						
D. 5. Letters on Baronial stationary						
D. 6. Letters on Monarch stationary						
D. 7. Envelope typing						
D. 8. Carbon copy production						
D. 9. Simple manuscripts and reports						
D.10. Manuscripts with footnotes						
D.11. Multi-page manuscripts (formal) with footnotes						
D.12. Bibliography						
D.13. Outlines						
D.14. Postal cards						
D.15. Interoffice memorandums						
D.16. Telegrams						
D.17. Rough drafting and revised copy						
D.18. Invoices						
D.19. Requisitions						
D.20. Purchase orders						
D.21. Credit memorandums						
D.22. Statements						
D.23. Fill-in forms						
D.24. Payroll register						
D.25. Voucher checks						
D.26. Open tables						
D.27. Ruled tables						
D.28. Boxed tables						
D.29. Tables with braced headings						
D.30. Braced table sideways on page						
D.31. News release						
D.32. Earnings record						
D.33. W-2 income tax form						
D.34. Promissory notes						
D.35. Labels						
D.36. Display reports						
D.37. Bank reconciliation statement						
D.38. Income statements with leaders						
D.39. Balance sheet						
D.40. Legal typing						

E. OPERATING EQUIPMENT

E. 1. Operating backscreen projector						
E. 2. Operating parts of typewriter						
E. 3. Cleaning typewriter and changing ribbon						

TABLE OF CONTENTS

Section

I. TEACHER'TIPS 1

Introduction 1
Individual Unit Instructions.....2
Unit 13, 14, 15, 16.....2
Unit 17, 18, 19, 20, 21.....3
Unit 22, 23, 24.....4

II. COURSE OF STUDY 5

Course Description.....5
Course Objectives.....5
Content Outline.....6
Content Outline (continued).....7
Content Outline (continued).....8
Instructional Materials.....8
Evaluation.....8
Techniques and Work Habit Rating Scales.....8
Timed Writings.....9
Progress Test Problem Typing.....9
General Information Test.....10
Extended Activities.....10

III. OBJECTIVES FOR PART 4 (Lessons 76-100).....11

Competency Sheet 78.....12
Job Sheet.....13
Check Sheet.....14
Competency Sheet 79.....15
Job Sheet.....16
Competency 80.....17
Check Sheet.....18
Competency 81.....19
Prepare For The Pretest - Correspondence.....20
Competency Sheet 82.....21
Prepare For The Pretest - Tables.....22
Competency Sheet 83.....23
Prepare For The Pretest - Manuscript.....24
Competency Sheet 84.....25
Prepare For The Pretest - Business Forms.....26
Competency Sheet 85.....27
Competency Sheet 86.....28
Competency Sheet 87.....29
Competency Sheet 88.....30
Competency Sheet 89.....31

Section (continued)

Competency Sheet 90.....32
Competency Sheet 91.....33
Competency Sheet 92.....34
Competency Sheet 93.....35
Competency Sheet 94.....36
Competency Sheet 95.....37
Competency Sheet 96.....38
Competency Sheet 97.....39
Competency Sheet 98.....40
Competency Sheet 99.....41
Competency Sheet 100.....42
Competency Sheet 101.....43
Competency Sheet 102.....44
Competency Sheet 103.....45
Competency Sheet 104.....46
Competency Sheet 104 (continued).....47

IV. OBJECTIVES FOR PART 5 (Lessons 101-125).....48

Competency Sheet 105.....49
Competency Sheet 106.....50
Check Sheet.....51
Competency Sheet 107.....52
Competency Sheet 108.....53
Competency Sheet 109.....54
Competency Sheet 110.....55
Competency Sheet 111.....56
Competency Sheet 112.....57
Competency Sheet 113.....58
Competency Sheet 114.....59
Competency Sheet 115.....60
Competency Sheet 116.....61
Competency Sheet 117.....62
Competency Sheet 118.....63
Competency Sheet 119.....64
Competency Sheet 120.....65
Competency Sheet 121.....66
Competency Sheet 122.....67
Competency Sheet 122 (continued).....68

V. OBJECTIVES FOR PART 6 (Lessons 126-150) 69

Competency Sheet 123.....70
Competency Sheet 124.....71
Competency Sheet 125.....72
Competency Sheet 126.....73
Competency Sheet 127.....74
Competency Sheet 128.....75
Check Sheet.....76
Competency Sheet 129.....77
Competency Sheet 130.....78
Competency Sheet 131.....79

Section (continued)

Competency Sheet 132.....80
Competency Sheet 133.....81
Competency Sheet 134.....82
Competency Sheet 135.....83
Check Sheet.....84
Competency Sheet 136.....85
Competency Sheet 137.....86
Competency Sheet 138.....87
Competency Sheet 139.....88
Competency Sheet 140.....89
Competency Sheet 141.....90
Competency Sheet 141 (continued).....91

TEACHER'S TIP'S

TYPING II

INTRODUCTION

Students who work their way through the IPM Basic Course will not need special review before proceding to Lesson 76. However, there will be students coming into the Typing II course through a proficiency exam or a placement test and those who completed Typing I under some other types of prior instruction. These students should become acquainted with the system of instruction, the procedures used, and the terminology by completing the Introduction Unit.

The teacher will decide whether students should complete the four reviews--Correspondence, Tabulation, Manuscript, and Business Forms before continuing to Lesson 76. It is a suggestion that the student complete this unit as a quick review. In the competency based instruction, the student may take pretests to determine whether he/she needs to do all of this unit. The keys to the pretests of the Introductory Unit follow this sheet in the order in which they are given in the unit.

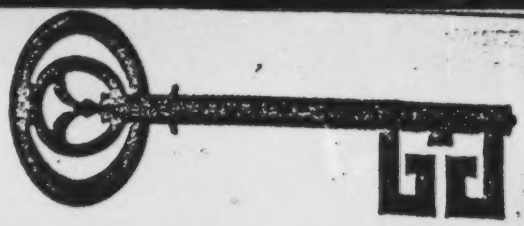
The student, after completing the Introduction Unit should feel comfortable to go on to the lessons of Unit 13.

TEACHER'S

CORRESPONDENCE REVIEW

1. Line three
2. Line twelve
3. Line fourteen
4. Line fifteen
5. Line twenty
6. Four
7. One
8. One
9. One
10. One
11. Salutation
12. Complimentary closing
13. Body
14. Date
15. Inside address
16. Full-blocked
17. Blocked
18. Semiblocked
19. Blocked
20. Blocked

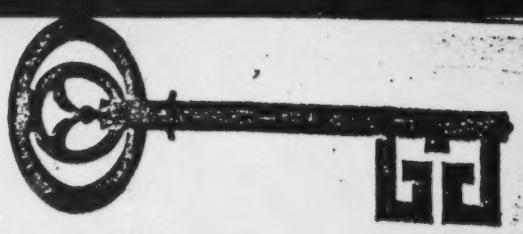
TEACHER'S



TABULATION REVIEW

1. Title
2. Title
3. Column headings
4. Key line
5. Column heading
6. One
7. Two
8. One
9. Six
10. One
11. Two
12. Three
13. Four
14. Open
15. 18
16. Six

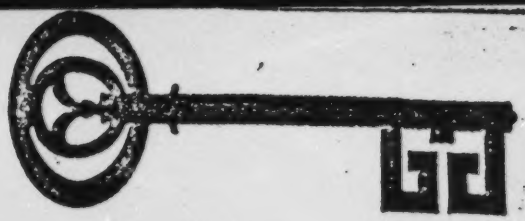
TEACHER'S



MANUSCRIPT REVIEW

1. Double
2. Double
3. Single
4. Line 13
5. Line 7
6. Balance line
7. Superior figure
8. All caps
9. Underscored
10. Warning line
11. Five inches
12. Six inches
13. One or 1½ inches
14. Two inches
15. Two inches
16. One inch
17. Two lines
18. Five spaces
19. Two lines
20. One line

TEACHER'S



FORMS REVIEW

1. Telegram
2. Invoice
3. Memo
4. Fill-in postal card
5. Guide words
6. 2 or 3
7. 2 spaces
8. 2 spaces
9. Two lines
10. None (no space)
11. True
12. False
13. True
14. True
15. True
16. False
17. False
18. False
19. False
20. True

INDIVIDUAL UNIT INSTRUCTIONS

UNIT 13.

This unit deals primarily with skill development through the tune-up drills pretest, practice and postest. The student may skip many of these lessons if he/she has already attained proficiency required.

UNIT 14.

Along with the skill drive's emphasis in every other lesson of this unit the student will concentrate on letter typing. The instructor might find it wise at this point to have a hand-out booklet available illustrating each letter form that the student will be required to type throughout this typing course.

UNIT 15.

In every other lesson of this unit there is a skill drive using tune-up review line, preview words, and a measurement. Then the odd-numbered lessons introduce how to type tables - open, ruled, and boxed. The instructor may want the student to type only selected tables from these lessons rather than all of the tables. Notice that opportunity is given for the student to type the ruled lines or to use handdrawn rules. Also, in this unit the "braced" headings are introduced. The slides illustrate this concept well, and the student will most likely learn this with little help from the teacher. Lesson 93 is a review of all that was introduced in this unit.

UNIT 16.

This unit teaches the student how to type news releases either on plain paper or a news release form from rough draft. It also teaches how to type magazine and book manuscripts so they are ready for publication. Instructors should insist on error free copies of these exercises since errors make an editor doubt the reliability of the release.

Lesson 99 of this unit is a review of typing a letter, a ruled table, a 2-page article and a book manuscript which helps the student prepare for the test in Lesson 100.

Instructor should be aware that the general information test is in the student's Workguide, pp. 175-176. If the teacher should choose to pull these tests from the Workguide before the kits are distributed to students, the grading scale should be altered from the required 90% correct to pass when the student has the test available to him/her. Teachers should keep all tests rather than returning them since the same tests are used again when the course is repeated. The key to the General Information Test on Part 4 is on p. D.19 of the Instructor's Management Manual. The key to the Progress Test Problem typing is on pp. D.6-D.7 of the IMM.

UNIT 17.

This unit is another skill development unit where the student is directed from tune-up review line practice to pretest, practice and a posttest. Again, it is suggested that if the student has already achieved the proficiency required he/she may skip some of these lessons with the teacher's approval.

UNIT 18.

This unit concentrates on letter typing skills and many styles of letters are illustrated. As suggested earlier, the teacher may want to share a booklet of letter-style illustrations with the student if he/she has not already done this. If the teacher has distributed an illustrated booklet to the student, remember to refer the student to it for this unit of typing.

UNIT 19.

This unit is basic to teaching how to type business forms. The student will be introduced to 14 different business forms in this unit. Since today's business practices requires even greater efficient use of time, it is important that the student be timed on the typing of these business forms so the student is made aware of the importance of speed typing not only on straight copy but in production typing as well.

UNIT 20.

This unit lends itself to individual tasks and creativity. In this group of lessons the student will exhibit judgment in typing arrangements such as menus, itineraries, business and committee reports, and job application papers. The teacher may have a display problem related to her situation that needs to be typed. It would be well to have the student design and type his/her original arrangement of it.

The instructor should be aware that the General Information Test for Part 5 is in the student's Workguide, pp. 239-240. If the teacher should choose to pull these tests from the Workguide before the kits are distributed to students, the grading scale should be altered from the required 90% correct to pass. Teachers should keep all graded tests rather than returning them since the same tests are used again when the course is given again.

The key to the General Information Test on Part 5 is on p. D.20 of the Instructor's Management Manual. The keys to the Progress Test Problem typing is on pp. D.8 and D.9 of the Instructor's Management Manual.

UNIT 21.

This unit is another skill development unit where the student is directed from tune-up review line practice to pretest, practice and a posttest. Again it is suggested that if the student has already achieved the proficiency required he/she may skip some of these lessons with the teacher's approval.

UNIT 22.

This is the last unit in this course that deals specifically with letter typing. The student will be introduced to six different kinds of letterhead where he/she will have as diversified an experience as he/she is likely to get in many years of office work. It is suggested that the student add these six copies of the same letter on various kinds of stationery to his/her copy of the letter-style booklet handout given to the student earlier in this course. This booklet can be referred to as a reference for future use.

Letter technicalities are another major emphasis in this unit, and it is suggested that the student be encouraged to use the proprieties (salutations, complimentary closing, paragraphs) as learned in this Unit in the typing of letters in the future.

UNIT 23.

This unit will widen the student's experience in typing tabulations in financial reports such as bank reconciliations and financial statements. The student will learn how to type "open" or "spread" and "close" leaders and how to use leaders in financial report typing.

The instructor may wish to assign the eight additional unarranged tables appearing on Workguide, pp. 269-270 to give more exposure and experience in typing tabulations.

Long, intricate production problems like tables, which cannot be typed wholly by touch, are not helpful to speed typing skill. As "skill insurance" the instructor's should have the student attach to each of the three tables in Lessons 140-141 an error-free copy of any one of the three alphabetic paragraphs on p. 213 of the textbook.

UNIT 24.

The last unit exposes the student to the typing of legal papers. If the student has not yet reached the required proficiency in typing speed, the instructor may wish the student to do additional skill drive typing at this point rather than doing this unit.

If the instructor chooses not to have the student type Unit 24, then the Progress Test Problem typing of the final exam may need to be altered. The key to the General Information Test, for Part 6 is on p. D.20 of the Instructor's Management Manual (IMM). The keys to the Progress Test Problem typing is on pp. D.10 and D.11 of the IMM.

COURSE OF STUDY

SCHOOL: Wor-Wic Tech Community College

DEPARTMENT: Business

INSTRUCTORS: G. Lee Brown
Louise Mahan

COURSE TITLE: SES 151 Typing II

CREDITS: 3

PREREQUISITES: SES 101 Typing I

COURSE DESCRIPTION

This competency-based educational course covers the extention of the touch method of typing. This course develops typing skills covered in the production of business letters, manuscripts, carbon copies, tabulation, tables, business and financial forms. Development of speed and accuracy is emphasized as well as production typing.

COURSE OBJECTIVES

Upon the successful completion of this course, the student will be able to:

1. Operate the typewriter keyboard by touch.
2. Demonstrate correct operation of machine parts.
3. Demonstrate correct posture at the typewriter.
4. Demonstrate proper correcting, use of spreading and squeezing techniques.
5. Proofread with improved skills for typewriting, spelling, punctuation and grammar usage.
6. Attain typing skills as related to such areas as word division, horizontal and vertical centering.
7. Exercise ability to type letters in semiblocked, square-blocked, full-blocked and simplified styles.
8. Exercise ability to type ruled, boxed, and braced tabulations arranged on regular sized paper as well as sideways on the paper.
9. Type letters with proper arrangement of special letter parts and with carbon copy.
10. Type manuscripts, news releases, and magazine articles for publication.
11. Type business forms such as requisitions, purchase orders, invoices, credit memos, statements, fill-in forms, payroll register, checks, earnings records, income tax forms, voucher checks, promissory notes, acknowledgement cards, and labels.
12. Type program involving pivoting.
13. Arrange business reports
14. Type two-page letters
15. Type letters on various sizes of stationery

16. Type letters with tables.
17. Type bank reconciliation statements, income statements, and balance sheets.
18. Type legal documents such as bills of sale, resolutions, and minutes of a meeting.
19. Continue in the development of responsibility, cooperation, courtesy, dependability, initiative, and neatness as these characteristics lend themselves to a business-work setting.
20. Exercise proper work attitudes, character traits, and behavior patterns as related to an employee-employer work experience.
21. Demonstrate proper car and maintenance of typewriter, equipment and work station.
22. Develop skill in typing speed and accuracy for straight copy and for production materials as stated in the evaluation section of this course of study.

CONTENT OUTLINE

Unit 13 - Lessons 76-81

A. Improve skill on each letter of alphabet
B. Improve skill through proper technique
C. Improve skill in number typing

Unit 14 - Lessons 82-87

A. Build skill in production
B. Produce semiblocked letters
C. Review letter arrangement

Unit 15 - Lessons 88-93

A. Produce open tables
B. Produce ruled tables
C. Produce boxed tables
D. Produce boxed tables with braced headings

Unit 16 - Lessons 94-100

A. Type news release
B. Type magazine article
C. Type book manuscript
D. Review typing technicalities

CONTENT OUTLINE (continued)

Part 5

Unit 17 - Lessons 101-106

A. Boost speed on 3 and 5-minute timed writings
B. Learn about carbon copies
C. Boost control of number and symbols

Unit 18 - Lessons 107-112

A. Learn letter styles
B. Learn letter design and display
C. Acquire typing skills from handwritten copy.

Unit 19 - Lessons 113-118

A. Increase skill in typing fill-in forms
B. Type payroll forms
C. Type voucher checks

Unit 20 - Lessons 119-124

A. Pivot to produce display manuscripts
B. Produce business reports
C. Prepare job application papers

Part 6

Unit 21 - Lessons 126-131

A. Skill development
B. Bolster control of number and symbol keys

Unit 22 - Lessons 132-137

A. Prepare two-page letters and memorandums
B. Solve various letterhead problems
C. Apply letter courtesies

Unit 23 - Lessons 138-143

A. Prepare bank reconciliations and financial statements
B. Type balance sheets
C. Produce problems with leaders
D. Typing sideways statements

CONTENT OUTLINE (continued)

Unit 24 - Lessons 144-149

A. Type a bill of sale and a power of attorney
B. Apply skill to legal-styled typing
C. Type minutes of meetings
D. Review letters, tables, and contracts

INSTRUCTIONAL MATERIALS

Required Textbook: Gregg Typing 75, Advanced by Lloyd, Winger, Rowe, Poland, Hanson, and Rossetti

Gregg Typing Advanced Course Progress Folder

Championship Typing Drills by Cortez Peters

Supplies Needed:
Typing paper
Pencil or pen
Corrections devices (typing eraser, correcting fluid, and/or correcting tape)
3-ring binder
Carbon paper

EVALUATION

1.	Technique and Work Habits	20%
2.	Timed writings	20%
3.	Progress test problem typing	20%
4.	General information tests	10%
5.	Learning activities problem typing	20%
6.	Extended activities	10%

TECHNIQUES AND WORK HABIT RATING SCALES

Points earned	60-69	70-79	80-89	90-100
Grade	D	C	B	A

TIMED WRITINGS

The best 5-minute timed writings will be recorded using the error cut-off method. At the end of this course, the five highest writings will be averaged and the grades on timed writings will be assigned using the grades as stated below for Part 6. The maximum number of errors is three per timed writings.

Part 4	Part 5	Part 6
42-up = A	44-up = A	48-up = A
38-41 = B	40-43 = B	42-47 = B
32-37 = C	34-39 = C	36-41 = C
29-31 = D	31-33 = D	33-35 = D

PROGRESS TEST PROBLEM TYPING (Both on Progress Test and on Learning Activities)

Each problem must be completed within a time limit. The grade will be based on the number of points earned. Major and minor errors in the problem will deduct points. A perfect paper earns 10 points. Each major error deducts 2 points from the score, and each minor error deducts 1 point from the score.

Points earned: 9-10 = A 8 = B 7 = C 6 = D

Major Errors (2 points deducted from 10)

Not following directions
Improper spacing throughout
Major placement error
Group of words or line missing
Strike over

Minor Errors (1 point deducted from 10)

Placement slightly off
Capitalization error
Puncutation error
Misstroke
Minor spacing error
Letter omitted or inserted

Learning Activities Problem Typing

Your instructor will occasionally check and grade selected learning activities from your daily work. They will be graded following the same major/minor error basis as described in the evaluation of progress test problem typing.

General Information Test

There are three general information tests in this course, A minimum of 90% accuracy is required on each of these tests to pass.

Extended Activities

In order to receive a grade of "A" in this typing course, it will be necessary for a student to complete at least two extended activities throughout the semester.

OBJECTIVES FOR PART 4 (Lessons 76-100)

Part 4 will enable you to demonstrate the following abilities when you take the test in Lesson 100:

CATEGORY	COMPETENCY LEVELS
1. TOUCH TYPING: You will operate all letter, number, and service keys by touch. You will position the date line and closing lines of a letter by touch and you will tabulate the columns of a table or financial statement by touch.	Points earned 60-69 = D; 70-79 = C; 80-89 = B; 90-100 = A
2. TECHNICALITIES: You will answer correctly questions on an objective test covering technical information learned in Part 4 as well as earlier parts of typing.	90% Accuracy
3. PRODUCTION: You will use appropriate spacing, display, and positioning in typing the following material that is only partially arranged: (a) a news release, (b) a semi-blocked business letter, and (c) a four-column table in ruled arrangement.	Points earned 6 = D; 7 = C; 8 = B; 9-10 = A
4. SKILL RATE: You will copy paragraph material line for at a speed of 29 words a minute for 5 minutes with 3 or fewer errors. (Note that 29 words a minute is minimal).	Words a minute 29-31 = D; 32-37 = C; 38-41 = B; 42+ = A

COMPETENCY SHEET 78

UNIT: Introduction

COMPETENCY: Operate properly the Singer Caramate II Projector

PERFORMANCE OBJECTIVE: Obtaining slides and tape from the resource desk, follow proper procedures for setting up, viewing, disengaging, and returning materials with 100% accuracy.

LEARNING ACTIVITES: Place a check mark after completion of each activity.

_____1. Obtain slide tray and tape entitled "Orientation" from the resource desk.

_____2. Read Singer Caramate II manual.

_____3. Read "Operating Instructions" on the machine.

_____4. Use the attached Job Sheet to set up slides and tape.

_____5. Notify instructor if you have any question.

_____6. Notify your instructor when you are ready to be checked off on the operation of the machine.

EVALUATION: The attached check sheet will be filled in by your instructor. 100% accuracy on all points is required for successful completion.

EXTENDED ACTIVITIES: Show a student who is unfamiliar with the Singer Caramate II how to use it properly. Obtain a copy of the check sheet and rate his/her performance.

Course: TYPING II | Unit: INTRODUCTION | Competency No: E.1 | Page: 12

JOB SHEET

COMPETENCY: OPERATE THE SINGER CARAMATE II

To operate the Singer Caramate II follow these directions and check off as you complete each step. If you cannot complete any step, notify your instructor to obtain help. Do not try to fix a malfunctioning machine.

Completed: Place a check mark after completion of each activity.

_____1. Plug machine into outlet.

_____2. Place slide tray on top of machine with the "0" number on the tray aligned with the arrow on machine.

_____3. If the lesson you need doesn't start at "0", depress and hold the "Select" button and turn the tray until the number that begins the set of slides you want lines up with the arrow.

_____4. Press firmly the Stop/Eject button.

_____5. Insert the appropriate cassette in the slot on the machine. Make sure you put it in according to the diagram on the side.

_____6. Insert earphone plug in the space labeled "Ear".

_____7. Plug footpedal into receptacle on the machine.

_____8. Press "Play".

_____9. If proper slide is not in view press "Advance" until you come to the right slide.

_____10. When finished press "Rewind" to rewind the cassette.

_____11. Press "Stop/Eject" to remove cassette.

_____12. Press "Select", hold and turn slide tray until "0" lines up with the arrow.

_____13. Remove slide tray.

_____14. Unplug projector.

_____15. Repeat operation if not sure of procedures.

_____16. Return slide tray and tape to resource desk.

_____17. Notify instructor when ready to be checked off on the operation of the Singer Caramate II.

Course: TYPING II | Unit: INTRODUCTION | Competency No: E.1 | Page: 13

CHECK SHEET

OPERATE THE SINGER CARAMATE II

COMPETENCY: S--Satisfactory
U--Unsatisfactory

	S	U
1. Obtains proper materials from resource desk.		
2. Attaches slide tray properly.		
3. Inserts cassette properly.		
4. Operate appropriate controls on projector to view slides and listen to tape.		
5. Disengages slide tray properly.		
6. Rewinds cassette before removing.		
7. Unplugs projector.		
8. Returns materials to resource desk.		
9. Clears work station before leaving.		

All points must receive a satisfactory rating of all the above points. Should any point be unsatisfactory, review the job sheet on operating the Singer Caramate II.

Instructor_____

Student_____

Course: TYPING II | Unit: INTRODUCTION | Competency No: E.1 | Page: 14

COMPETENCY SHEET 79

UNIT: Introduction

COMPETENCY: Using the Gregg IPM System in Typing II,

PERFORMANCE OBJECTIVES: Given the necessary equipment, you will be able to follow the proper steps in using the IPM system. 100% accuracy is needed for successful completion.

LEARNING ACTIVITIES: Place a check mark after completion of each activity.

_____1. If you can reach the performance objective 100% by answering the Job Sheet, you may advance to the next competency sheet.

_____2. Obtain slide tray and cassette for "Gregg Typing, Advanced Course, Orientation" from the resource desk.

_____3. View the slides and listen to the tape.

_____4. Answer the questions on the attached Job Sheet

_____5. Check off your answers with the key that is on the back of the Job Sheet

_____6. Check off appropriate columns for the Orientation on your Progress Folder.

EVALUATION: Answer the questions on the attached Job Sheet Compare your answers with the key on the back of the check sheet. You need 100% accuracy to continue.

Course: TYPING II | Unit: INTRODUCTION | Competency No: B.5 | Page: 15

JOB SHEET

COMPETENCY: Using the Gregg IPM System in Typing II.

1. Where will you find the slide number on each slide?

_____

2. What item will tell you what slide/tapes you need, what performance level you should meet, and has a space for your instructor to OK your advance?

_____

3. If you don't meet a goal, what column should you refer to?

_____

4. At what point will the assignment slide appear?

_____

5. Who should advance to Lesson 1?

_____

6. Who should advance to the tape and slides on "Introduction--Adjusting the Machine?"

_____

7. If you do not meet your goal for the Orientation, what should you do?

_____

Course: TYPING II | Unit: INTRODUCTION | Competency No: B.5 | Page: 16

over

KEY TO JOB SHEET

1. Top right corner
2. Progress Folder
3. Text assignment if goal not met
4. Next to last
5. Persons who know how to adjust their typewriter
6. Persons who do not know how to adjust their typewriter
7. Repeat the slides and tape

COMPETENCY SHEET 80

UNIT: Introduction

COMPETENCY: Adjust typewriter for typing drills

PERFORMANCE OBJECTIVE: Given a typewriter and materials you will be able to properly insert paper, set margins, position paper guide so that the center of the paper is at "50", provide correct top margin, set the tab stops, and control the carrier (carriage) and remove paper with 100% accuracy.

LEARNING ACTIVITIES: Remember to check off each item upon completion!

_____1. Obtain a handout entitled "Adjusting parts of the typewriter" from the resource desk and read.

_____2. Obtain slide tray and tape from resource desk entitled "Gregg Typing, Advanced Course, Typewriter Operations."

_____3. View the slides and listen to the tape by following the procedures on Job Sheet, "Operating the Singer Caramate II."

_____4. Operate the typewriter parts as directed by the tape.

_____5. Compute the margins as directed by the tape.

_____6. Record results on the progress folder after you have taken the performance check.

_____7. If you met the performance objective, you are ready to advance to competency sheet 81.

_____8. Return slides and tape to the resource desk.

_____9. Prepare for next lesson by reading T75 Advance, P. VI.

EVALUATION: The instructor will evaluate your performance in adjusting the machine using the attached check sheet. All operations must be performed with 100% accuracy within 5 minutes. If successful, move on to the next competency sheet. If not, ask your instructor for assistance. You will be expected to do the tasks listed on the task sheet.

Course: ~~TYPING II~~ TYPING I | Unit: INTRODUCTION | Competency No: E.2 | Page: 17

NAME_____

DATE_____

CHECK SHEET

ADJUST TYPEWRITER FOR TYPING DRILLS

Student: Turn to the next page to see the items your instructor will check. Then notify your instructor when you are ready to be evaluated.

S - Satisfactory
U - Unsatisfactory

	S	U
1. Student positions paperguide so that the center of the paper is "50".		
2. Student uses paperguide to insert paper.		
3. Student sets margin stops properly.		
4. Student positions paper on correct line.		
5. Student clears tab sets properly.		
6. Student properly sets tab stops.		
7. Student sets line spacing properly.		
8. Student uses paper release to remove paper.		

All points must receive a satisfactory rating of all the above points. Should any point be unsatisfactory, review the slides and tape on "Typewriter Operations".

Instructor_____

Student_____

Course: TYPING II | Unit: INTRODUCTION | Competency No: E.2 | Page: 18

COMPETENCY SHEET 81

UNIT: Introduction

COMPETENCY: Review correspondence typing rules.

PERFORMANCE OBJECTIVE: Given a set of review questions, answer correctly 18 or 20 questions on the review of business correspondence.

LEARNING ACTIVITIES: (✓) Remember to place a check mark at the completion of each item.

_____ 1. Complete the pretest on the next page. If you receive at least a 90%, congratulations! You may go to the next competency sheet. If you did not get 90% on the pretest, proceed to the next item.

_____ 2. Obtain slide tray and tape for Introduction--Correspondence Review Lesson of the Advanced Typing IPM system from the resource desk.

_____ 3. Set up slides and tape on the projector.

_____ 4. View slides and listen to the tape.

_____ 5. Complete exercises as directed by the tape.

_____ 6. Advance to competency sheet 82 if you met your performance objective.

_____ 7. Complete text assignment if performance objective was not met.

_____ 8. Place your answer sheet in your progress folder and return it to the resource desk along with the slide tray and tape.

_____ 9. Prepare for next lesson as directed on your progress folder.

EVALUATION: The teacher will record the results on the progress folder. Remember you must have 18 correct out of 20 to pass.

Course: TYPING II | Unit: INTRODUCTION | Competency No: D. 1-6 | Page: 19

PREPARE FOR THE PRETEST
Correspondence

Margins: 20 and 75

Spacing: Double

Paper: Using a plain sheet of typing paper, insert to line 12 for your name, then advance to line 16. Type the number of the question and then type the correct answer to the question. You must answer 18 of these 20 questions correctly.

On what line number should you type the . . .

1. First line of the return address on a postal card?
2. First line of the mailing address on a postal card or small envelop?
3. First line of the mailing address on a large envelope?
4. Date of a letter?
5. First line of the inside address of a letter?

How many blank lines should separate the . . .

6. Date and inside address of a letter?
7. Inside address and salutation?
8. Salutation and body of a letter?
9. Single-spaced paragraphs in the body of a letter?
10. Body and complimentary closing?

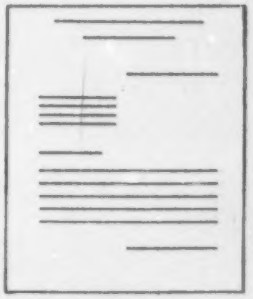
Select the correct answer for questions 11 - 15 from the following words:

Date	Inside address
Salutation	Body
Complimentary closing	Reference initials

11. Usually ends with a colon?
12. Usually ends with a comma?
13. Determines the line length to use?
14. Begins on line 15?
15. Begins on line 20?

Select the correct answer for questions 16 - 20 from the following words:

Full-blocked	Semiblocked
Blocked	Indented



16. Every line is blocked at the left margin.
17. Date and closing begin at center; all other lines are blocked at the left margin.
18. Date and closing begin at center: beginning of each paragraph is indented.
19. Style of the letter you see illustrated above.
20. Most popular letter style.

COMPETENCY SHEET 82

UNIT:	Introduction
COMPETENCY:	Review rules for typing open-style tables.
PERFORMANCE OBJECTIVE:	Given a set of questions answer correctly 14 of 16 questions related to typing tables.
LEARNING ACTIVITIES:	Don't forget the check mark!

_____1. Complete the pretest on the next page. If you receive 90% accuracy, congratulations! Go on to the next competency.

_____2. If you did not receive 90% accuracy on the pretest, obtain slide tray and tape for "Introduction--Table Review of the IPM Advanced Course from the resource desk.

_____3. Set up slides and tape on the projector.

_____4. View slides and listen to the tape.

_____5. Complete exercises as directed by the tape.

_____6. Complete text assignment if the performance objective was not met.

_____7. Advance to the next competency sheet if you met the performance objective.

_____8. Place your answer sheet in your progress folder and return it to the resource desk along with the slide tray and tape.

_____9. Prepare for next lesson as directed on your progress folder.

EVALUATION: The teacher will record the results on the progress folder. Remember you must have 18 correct out of 20 to pass, 14 correct out of 16 to pass.

Course: TYPING II | Unit: INTRODUCTION | Competency No: D.26 | Page: 21

PREPARE FOR THE PRETEST
Tables

Margins: 30 and 75

Spacing: Double

Paper: Insert to line 17 for your name then advance to line 21

You must answer 14 of these 16 questions correctly. Type the number of the question and then type the correct answer to the question.

Select from the following words the answers to questions 1-5.

Title
Column heading(s)
Key line

Name the part of a table . . .

1. That gives the name of the table.
2. That is usually typed in all caps.
3. That is commonly underscored.
4. That is used in figuring margin and tab stops.
5. That identifies a column.

How many blank lines or spaces . . .

6. Separate the title from the subtitle?
7. Separate the subtitle from column headings?
8. Separate column headings from columns?
9. Separate the columns from each other?
10. Separate the items in a column when the column is double-spaced?

What is the missing number?

11. If a table has three columns, you will need to set _____ tab stops.
12. To center Manager over Theodore Howe, indent Manager _____ spaces.
13. To center 1970 under Gross Amount, indent 1970 _____ spaces.

What is the Missing Word?

14. A table that is typed with no lines is arranged in the _____ style.
15. To be centered vertically, a table filling 30 lines should begin on line _____.
16. The number of spaces to be left between columns is _____ spaces.

COMPETENCY SHEET 83

UNIT: Introduction

COMPETENCY: Review rules for typing manuscripts

PERFORMANCE OBJECTIVE: Given a set of questions answer correctly 18 of 20 questions related to the typing of manuscripts and reports.

LEARNING ACTIVITIES: Place a check mark after completion of each activity.

_____ 1. If you can reach the performance objective by answering the questions on the pretest on the next page, you may advance to competency sheet .

_____ 2. If you did not receive 90% on the pretest, obtain slide tray and tape for "Introduction--Manuscript Review" of the Advanced Course of the IPM system from the resource desk.

_____ 3. Set up slides and tape on the projector.

_____ 4. View slides and listen to the tape.

_____ 5. Complete exercises as directed by the tape.

_____ 6. Complete text assignment if the performance objective was not met.

_____ 7. Advance to competency sheet 84 if you met the performance objective.

_____ 8. Place your answer sheet in your progress folder and return it to the resource desk along with the slide tray and tape.

_____ 9. Prepare for next lesson as directed on your progress folder.

EVALUATION: The teacher will record the results on the progress folder. Remember you must have 18 correct out of 20 to pass, 14 correct out of 16 to pass.

Course: TYPING II | Unit: INTRODUCTION | Competency No: 0 3 0 | Page: 23

PREPARE FOR THE PRETEST
MANUSCRIPT

Margins: 30 and 75

Spacing: Double

Paper: Insert to line 12 for your name, then advance to line 16

You must answer 18 of these 20 questions correctly. Type the number of the question and then type the correct answer to the question.

What spacing (single or double) is used to type . . .

1. The body of a one-page report?
2. The body of a six-page manuscript?
3. A footnote?

On what line number should you type. . .

4. The title of a manuscript?
5. The page number on page 4 of a report?

Select from the following words the answers to questions 6-10.

Footnote	All caps
Superior figure	Warning line
Balance line	Underscored

6. Added to lengthen a short one-page manuscript.
7. Raised number after a name in the test.
8. Display of a sideheading.
9. Display of a paragraph heading.
10. Alerts typist to the approach of the bottom margin.

How long (in inches) is the . . .

11. Line of writing on a short, one-page report (under 200 words)?
12. Line of writing on a formal manuscript?
13. Bottom margin of a formal manuscript?
14. Top margin of a one-page report?
15. Top margin on the first page of a formal manuscript?
16. Top margin on the third page of a report?

How many blank lines or spaces are there . . .

17. Between the subtitle and the body?
18. In the paragraph indentions?
19. Before an all-capitals sideheading?
20. Between the underscore line and the first footnote?

COMPETENCY SHEET 84

UNIT:	Introduction
COMPETENCY:	Review rules for typing memos, bills, and telegrams
PERFORMANCE OBJECTIVE:	Given a set of questions, answer correctly 18 of the 20 questions related to business forms.
LEARNING ACTIVITIES:	Place a check mark after the completion of each activity.

Page: 25

Competency No: D.15 D.18

Unit: INTRODUCTION

Course: TYPING II

_____1. If you can reach the performance objective by answering the questions on the pretest on the next page, you may advance to competency sheet 85 . Congratulations!!

_____2. If you did not pass the pretest with 90% accuracy, obtain slide tray and tape for "Introduction--Forms Review" of the Advanced Course of the IPM system from the resource desk.

_____3. Set up slides and tape on the projector.

_____4. View slides and listen to the tape.

_____5. Complete exercises as directed by the tape.

_____6. Complete text assignment if the performance objective was not met.

_____7. Advance to competency sheet 85 if you met the performance objective.

_____8. Place your answer sheet in your progress folder and return it to the resource desk along with the slide tray and tape.

_____9. Prepare for next lesson as directed on your progress folder. Complete pp. 133-134 of the Workguide.

EVALUATION: The teacher will record the results on the progress folder. Remember you must have 18 correct out of 20 to pass, 14 correct out of 16 to pass.

PREPARE FOR THE PRETEST
BUSINESS FORMS

Margins: 30 and 75

Spacing: Double

Paper: Insert to line 12 for your name, then advance to line 16

You must answer 18 of these 20 questions correctly. Type the number of the question and then type the correct answer to the question.

Select from the following words the answers to questions 1-5.

Invoice	Guide words
Telegram	Memo
Lease	Fill-in postal card

1. A message sent via Western Union.
2. An itemized list of charges for a delivery of goods.
3. A message to someone in the same company.
4. A preprinted message with typed insertions.
5. Printed words with which to align typed insertions.

How many spaces or blank lines are there . . .

6. Between guide words and insertions?
7. At the left of a column of words on an invoice?
8. At the right of a column of numbers on an invoice?
9. Between the heading and body of a memo?
10. Between a ruled line and the word typed on it?

True or False:

11. A memo should include reference initials.
12. An invoice should include reference initials.
13. A fill-in card should include reference initials.
14. Every memo has a subject line.
15. Invoice total lines are in all capitals.
16. Memos must have written signatures.
17. Telegrams must have written signatures.
18. Fill-in postal cards must have written signatures.
19. Invoices must have written signatures.
20. All forms have a date line.

COMPETENCY SHEET 95

UNIT: Skill Development I

COMPETENCY: Recall and review skill on alphabetic typing.

PERFORMANCE OBJECTIVE: Given 20 words, you will be able to apply word division rules to properly divide 18 out of the 20.

LEARNING ACTIVITIES: Place a check mark in the space provided after completing an activity.

_____1. Obtain tape for Lesson 76A

_____2. Complete drills and timings as directed on tape.

_____3. Proofread and circle errors on your best timing and record this in you progress folder.

_____4. Return tape 76A and obtain slides and tape for 76B.

_____5. Complete Workguide pages 133-134.

_____6. View slides and listen to tape 76B, completing the drills as directed.

_____7. Divide the 20 words presented in the performance and check your work on the key slide.

_____8. Record your performance in the progress folder.

_____9. Attach proofguide to work, place in progress folder, and turn in to resourse desk for instructor's approval.

EVALUATION: Student records attainment of goal in progress folder. Instructor will check performance before student advances.

EXTENDED ACTIVITIES: Make a display illustrating word division rules. It can be either 3-dimensional or a wall bulletin.

Course: TYPING II | Unit: SKILL DEVELOPMENT I | Competency No: B.1 | Page: 27

COMPETENCY SHEET 86

UNIT: Skill Development I

COMPETENCY: Improve speed and accuracy in timed writings.

PERFORMANCY OBJECTIVE: Given straight alphabetic copy, you will be able to type at a rate of 35 words a minute for 5 minutes with no more than 3 errors.

LEARNING OBJECTIVES: Place a check mark in the space provided upon completing each activity.

_____1. Obtain slide for Lesson 77 and complete drills as directed.

_____2. After completing the 5-minute timed writings, take your best timed writing and follow these directions:

_____a) Read pages 1-6 of Championship Typing Drills.

_____b) Record your speed and errors on Chart 1, "Speed and Accuracy Graph", page 2. Compute and chart your NWAM.

_____c) If you had 6 or more errors, proceed to Chart 2; "Error Analysis Chart". Analyze your errors and complete the prescriptive drills as indicated.

_____d) If you had 5 or less errors, proceed to Chart 3: "Typing Performance Chart" and complete the one-minute timings on lines 1 and 2 of Diagnostic Test 1. Place the results on Chart 3 and complete the drills as directed.

_____e) Follow these procedures at anytime that you do not meet your performance goal in timed writings.

_____f) These drills may be done in lieu of text assignments when the goal is not met.

_____3. Have your instructor approve your work before going on.

_____4. Attach proofguide, place papers in progress folder, and turn in to resource desk.

EVALUATION: Student records speed and errors in progress folder. Refer to evaluation section for grading scale on final timed writings for Part 4.

EXTENDED ACTIVITY: Instruct another student on using Championship Typing Drills.

Course: TYPING II | Unit: SKILL DEVELOPMENT I | Competency No: A.1 | Page: 28

COMPETENCY SHEET 87

UNIT: Skill Development I

COMPETENCY: Improve accuracy in horizontal and vertical centering.

PERFORMANCE OBJECTIVES: Given 8 lines, you will be able to vertically and horizontally center the lines on a full sheet with 6 lines correctly centered.

LEARNING ACTIVITIES: Don't forget the check mark!

_____1. If you have already achieved the goal of 35 wam with 3 or less errors, you may skip tape 78A and go on to tape and slides 78B. If not, obtain tape 78A and complete the drills as directed.

_____2. Return tape 78A and obtain tape and slides 78B.

_____3. View slides and listen to tape.

_____4. Complete the drills as directed on the tape.

_____5. Check performance with key slide. If you correctly centered 6 out of 8 lines, record this in your progress folder.

_____6. If you did not meet the performance objective, read page VI in your text and copy column 1 on page VI.

_____7. Attach proofguide to work, place in progress folder and turn in to resourse center for instructor's approval.

EVALUATION: Student must correctly center 6 out of 8 lines. Instructor approves work before student proceeds to next competency.

Course: TYPING II | Unit: SKILL DEVELOPMENT I | Competency No: C.5, C.6 | Page: 29

COMPETENCY SHEET 88

UNIT: Skill Development I

COMPETENCY: Increase speed and accuracy in timed writings.

PERFORMANCE OBJECTIVE: Given copy with alphabet, numbers, and symbols, you will be able to type at a rate of 35 wam with 3 or less errors for 5 minutes.

LEARNING ACTIVITIES: Don't forget a check mark!

_____1. If you have already achieved the goal of 35 wam for 5 minutes with 3 or less errors, you may pass tape 79, go on to tape for Lesson 80 and collect a prize at the resource desk. If not, obtain tape for Lesson 79 and complete the drills as directed.

_____2. Obtain tape for Lesson 80 and complete the drills as directed.

_____3. Obtain tape for Lesson 81 and complete the drills as directed.

_____4. Record your best timed writing in your progress folder.

_____5. Attach proofguide, place papers in progress folder and turn in at resource desk.

EVALUATION: Student records speed and errors in progress folder. Refer to Course of Study for grading scale for timed writings in Part 4.

Course: TYPING II | Unit: SKILL DEVELOPMENT I | Competency No: B.1-3 | Page: 30

COMPETENCY SHEET 89

UNIT: Typing Letters

COMPETENCY:

PERFORMANCE OBJECTIVES: Given straight copy, you will be able to touch-type at a rate of 40 wam for 5 minutes with no more than than 3 errors.

LEARNING ACTIVITIES: Place a check mark in the space provided when you have completed an activity -- then give yourself a pat on the back!

_____1. If you have already achieved the above performance objective, you may choose to skip this competency and go on to the next competency. However, if your rate goes down, come back to this competency and complete the drills as directed on the tape.

_____2. Tapes for Lesson 82, 84, and 86 are designed to improve your speed and accuracy. Beginning with tape 82, complete the drills as directed on the tape.

_____3. When you do reach the performance objective above, you may skip whatever tapes you haven't completed and go on to the next competency sheet.

_____4. You may, if you want a break, work on the next competency sheet, but be sure to come back to this competency sheet to work on your speed and accuracy until you reach the performance objective above.

_____5. If after completing the tapes, you haven't reached the performance objective, follow previous directions for charting, analyzing, and prescribing drills in Championship Typing Drills.

_____6. When you have finished the charts, show your instructor the results.

_____7. Complete the prescriptive drills in Championship Typing Drills as indicated by the charts.

EVALUATION: Based on a 5-minute timed writing with no more than 3 errors allowed:

Words a Minute

24 - 26	27 - 32	33 - 35	36+
D	C	B	A

Course: TYPING II | Unit: TYPING LETTERS | Competency No: A.7 | Page: 31

COMPETENCY SHEET 90

Course: TYPING II	Unit: TYPING LETTERS	Competency No: D.1	Page: 32

UNIT: Typing letters

COMPETENCY: Improve speed and accuracy in typing letters

PERFORMANCE OBJECTIVE: Given unarranged copy, you will be able to type four letters with proper placement, spacing, and typographically correct to the point that no more than 4 points per letter are deducted based on major/minor errors (see Course of Study).

LEARNING ACTIVITIES: Don't forget the check mark!

_____ 1. Read Workguide pp. 135-136. You should use the visual guide for all letter typing.

_____ 2. You will need the letterheads in Workguide, pp. 137-144 for this competency.

_____ 3. Obtain slides and tape for Lesson 83. View the slides and listen to tape completing the drills as directed. Do not erase on these letters, but strive for completing the letters with no more than 5 errors.

_____ 4. Using the proofguide, proofread and circle errors.

_____ 5. If you are not able to complete letter 29 with 5 or less errors, complete letters 30-32 until you reach the performance objective.

_____ 6. Repeat activities 3-5 with the slides and tape for Lesson 85. Show your work to your instructor.

_____ 7. Obtain slides and tape for Lesson 87 and complete as directed above except complete as letters 38-41, and you will correct your errors.

_____ 8. Attach proofguide to work, place in your progress folder and turn in to the resource desk.

EVALUATION: Letters 38-41 completed with no more than 4 points out of a possible 10 deducted for uncorrected errors based on major/minor errors.

Grading Scale

Points Earned per letter	6	7	8	9-10
Grade	D	C	B	A

COMPETENCY SHEET 91

UNIT: Tabulation

COMPETENCY: Increase typing speed.

PERFORMANCE OBJECTIVE: Given a straight copy timed writing, you will be able to type at a speed of 40 words a minute with 3 or fewer errors.

LEARNING ACTIVITIES: (✓) Indicate when you have finished a step by placing a check mark.

_____ 1. Obtain tape for lesson 88 from the resource desk.

_____ 2. Adjust machine according to directions given.

_____ 3. Type assignment as directed by the tape.

_____ 4. Proofread and circle errors and calculate speed.

_____ 5. Record speed and errors on the progress folder.

_____ 6. Complete the text assignment if more practice is needed to reach the performance objective.

_____ 7. Place typing assignment in progress folder and return it, along with the tape, to the resource desk.

_____ 8. Advance to the next competency sheet.

EVALUATION: Record the results of the timed writing in the progress folder to be handed in for the instructor's approval.

Course: TYPING II | Unit: TABULATION | Competency No: A.1 | Page: 33

COMPETENCY SHEET 92

UNIT:	Tabulation
COMPETENCY:	Type a ruled table and learn alternate arrangements of items in a table.
PERFORMANCE OBJECTIVE:	G ven the materials needed, you will be able to type a table with 5 or fewer errors.
LEARNING ACTIVITIES: (✓)	Place a checkmark upon the completion of each step.

Course: TYPING II | Unit: TABULATION | Competency No: D.27 | Page: 34

_____1. Follow the steps previously given for obtaining materials needed for lesson 89 and for viewing the slides and listening to the tape.

_____2. Compare the open and the ruled tables as shown on slide 5 and note the difference.

_____3. Learn the rules for typing tables as given on the slides.

_____4. Type the performance check as directed by the tape.

_____5. Complete the text assignment if more practice is needed to reach the performance objective.

_____6. Attach the proofguide to the assignment, place assignment in the progress folder and return it along with the slides and tape to the resource desk.

_____7. Advance to the next competency sheet.

EVALUATION: Record the results of the performance check on the progress folder to be handed in for the instructors evaluation.

COMPETENCY SHEET 93

UNIT:	Tabulation
COMPETENCY:	Type skill drive exercises to improve typing speed.
PERFORMANCE OBJECTIVE:	Given the necessary materials, you will be able to type 3 minutes at 40 words a minute with 3 or fewer errors.
LEARNING ACTIVITIES: (✓)	Did you remember the check mark?

_____ 1. Follow the steps previously given for obtaining materials needed for Lesson 90A and use these materials as you have done in the past.

_____ 2. Type the exercises as directed.

_____ 3. Take a 3-minute timed writing as directed by the tape.

_____ 4. Proofread, circle errors and calculate your speed score.

_____ 5. Type the text assignment if more practice is needed to reach the performance objective.

_____ 6. Follow previous instructions for turning in work and materials at the resource desk.

EVALUATION: Student should record the results of the timed writing on the progress folder for the instructor's evaluation.

Course: TYPING II | Unit: TABULATION | Competency No: A.1 | Page: 35

COMPETENCY SHEET 94

UNIT: Tabulation

COMPETENCY: Type a boxed table.

PERFORMANCE OBJECTIVE: Given the necessary materials, you will be able to type a boxed table with no more than 5 errors.

LEARNING ACTIVITIES: Place a check mark upon completion of each step.
(✓)

_____ 1. Follow the steps previously given for obtaining materials needed for Lesson 90B and use these materials as you have in the past.

_____ 2. Learn the rules for typing a boxed table and learn how to draw vertical and horizontal lines as explained on the slides and tape.

_____ 3. Type the performance check as directed by the tape.

_____ 4. Complete the text assignment if more practice is needed to reach the performance objective.

_____ 5. Attach the proofguide to the assignment, place assignment in the progress folder, and return it along with the slides and tape to the resource desk.

EVALUATION: Student should record the results of the performance check on the progress folder for the instructor's approval. Penalty points grades are the same as those shown in the Course of Study.

Course: TYPING II | Unit: TABULATION | Competency No: D.28 | Page: 36

COMPETENCY SHEET 95

UNIT:	Tabulation
COMPETENCY:	Type a boxed table with braced headings.
PERFORMANCE OBJECTIVE:	Given the necessary materials, you will be able to type a boxed table with no more than 5 errors. Penalty points deducted based on major/minor errors.
LEARNING ACTIVITIES: (✓)	Place a check mark upon completion of each step.

_____1.	Follow the steps previously given for obtaining materials needed for Lesson 91 and use these materials as you have in the past.
_____2.	View the illustration showing what is meant by a braced heading as shown in slide 5.
_____3.	Type the exercises as directed by the tape and slides.
_____4.	Type the performance check as directed by the tape.
_____5.	Read and type the exercises provided in the Workguide pages 159 and 160 - Tabulation Clinic.
_____6.	Complete the text assignment if more practice is needed to reach the performance objective.
_____7.	Attach the proofguide to the assignment and follow previous directions for turning in materials at the resource desk for the instructor's approval.

EVALUATION:	Student should record the performance goal met on the progress folder. Grades will be assigned as shown on the Course of Study.

Course: TYPING II | Unit: TABULATION | Competency No. D.28, | Page: 37

COMPETENCY SHEET 96

UNIT: Tabulation

COMPETENCY: Type skill drive exercises to improve typing speed.

PERFORMANCE OBJECTIVE: Given the necessary materials, you will be able to type for 5 minutes at a speed of 40 words a minute with no more than 3 errors.

LEARNING ACTIVITIES: Did you remember the check mark?

_____1. Follow the steps previously given for obtaining materials needed for Lesson 92, and listen to the tape

_____2. Type the exercises as directed by the tape.

_____3. Type a 5-minute timed writing as directed by the tape, using paragraph 92C from page 144 of your textbook.

_____4. Proofread, circle errors, and calculate your speed score.

_____5. Type the text assignment if more practice is needed to reach the performance objective.

_____6. Follow previous instructions for turning in work and materials at the resource desk for the teacher's approval.

EVALUATION: Student should record the results of the timed writing on the progress folder.

Course: TYPING II | Unit: TABULATION | Competency No: A.1 | Page: 38

COMPETENCY SHEET 97

UNIT:	Tabulation
COMPETENCY:	Review rules for typing tabulations.
PERFORMANCE OBJECTIVE:	Given the necessary materials, you will be able to type tables with no more than 5 errors on each table. Penalty points deducted based on major/minor errors.
LEARNING ACTIVITIES:	Don't forget the check mark!

_____1. Study the marginal notes on Workguide 161-164.

_____2. Type tables 23 and 24 following directions as given in the directions column of the textbook on page 145.

_____3. Type the text assignment if more practice is needed to reach the performance objective.

_____4. Follow previous instructions for turning in work to the resource desk.

_____5. Prepare for next lesson as directed on the progress folder - Workguide pages 169-170.

EVALUATION: Student should record the results of the goal attained on the progress folder.

Course: TYPING II | Unit: TABULATION | Competency No: D.26 | Page: 39

COMPETENCY SHEET 98

UNIT: Manuscripts

COMPETENCY: Increase speed and accuracy in typing skill.

PERFORMANCE OBJECTIVE: Given a 3-minute timed writing, you will be able to type at a speed of 40 words a minute with no more than 3 errors.

LEARNING ACTIVITIES: Place a check mark upon the completion of each activity.
(✓)

_____1. If you have already achieved this performance objective, you may go on to the next competency sheet.

_____2. Listen to the tape for Lesson 94, and follow directions given.

_____3. Proofread for speed and errors and compute score.

_____4. Record speed and errors on the progress folder.

_____5. Complete text assignment if extra practice is needed to achieve the performance objective.

_____6. Hand in the lesson in progress folder for the instructor's approval along with the tape at the resource desk.

EVALUATION: You will record the attainment of goal in the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1 | Page: 40

COMPETENCY SHEET 99

UNIT: Manuscripts

COMPETENCY: Type a news release on plain paper.
Type a news release on a release form.

PERFORMANCE OBJECTIVE: Given a rough draft of a news release, you will be able to type the release in arranged form within 10 minutes and no more than 5 errors.

LEARNING ACTIVITIES: Don't forget the check mark at the completion of . . .

_____ 1. Obtain the slides and tape from the resource desk for Lesson 95, and view and listen to these as you have done in the past.

_____ 2. Observe slides 5 and 6 showing the difference between a news release typed on plain paper and one typed on a news release form.

_____ 3. Type the exercises as directed by the tape.

_____ 4. Compare your work with the key.

_____ 5. Complete the performance check following the directions given.

_____ 6. Place proofguide with the typed lesson, place the lesson in the progress folder, and return folder and audio visual materials to the resource desk for the instructor's approval.

EVALUATION: You should record the attainment of your goal in the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: D.31 | Page: 41

COMPETENCY SHEET 100

UNIT:	Manuscripts
COMPETENCY:	Increase speed and accuracy in typing skill
PERFORMANCE OBJECTIVE:	Given a 5-minute timed writing, you will be able to type at a speed of 40 words a minute with no more than 3 errors.
LEARNING ACTIVITIES:	Place a check upon the completion of each activity.

_____ 1. If you have already achieved this performance objective, you may go on to the next competency sheet. If not, continue with these learning activities.

_____ 2. Listen to the tape for Lesson 96,and follow directions given.

_____ 3. Proofread, circle errors, and compute score.

_____ 4. Record speed and errors on the progress folder.

_____ 5. Complete the pretest and posttest practice on Workguide pp. 171-172 if you need more practice in order to reach the performance objective.

_____ 6. Complete text assignment if extra practice is needed to achieve the performance objective.

_____ 7. Hand in the lesson in progress folder for the instructor's approval.

_____ 8. Prepare for the next lesson by reading page 150 from the textbook.

EVALUATION: You will record the attainment of goal in the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1 | Page: 42

COMPETENCY SHEET 101

UNIT: Manuscripts

COMPETENCY: Type a manuscript for a magazine article.

PERFORMANCE OBJECTIVE: Given the necessary equipment and materials, you will be able to type a manuscript for a magazine article within 15 minutes and with no more than 5 errors.

LEARNING ACTIVITIES: Remember the check mark!

_____ 1. Obtain the slides and tape from the resource desk for Lesson 10, 838 -- Oh, no, I got carried away -- Lesson 97!

_____ 2. Observe slides and listen to the tape.

_____ 3. Follow the directions given and type the exercises as directed.

_____ 4. Complete the performance check.

_____ 5. Thank you for turning in your work in the progress folder as you have done before for instructor approval; and, also, would you please turn in the tape and slides at the same time?

EVALUATION: You should record the attainment of your goal in the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: D.9 | Page: 43

COMPETENCY SHEET 102

UNIT: Manuscripts

COMPETENCY: Increase speed and accuracy in typing skill

PERFORMANCE OBJECTIVE: Given a 5-minute timed writing, you will be able to type at a speed of 40 words a minute with no more than 3 errors.

LEARNING ACTIVITIES: Place a check mark upon the completion of each activity

_____1. If you have already achieved this performance objective, you may go on to the next competency sheet. If not, continue with the following steps.

_____2. Listen to the tape for Lesson 98, and follow directions given.

_____3. Proofread, circle errors, and compute score.

_____4. Record speed and errors on the progress folder.

_____5. Complete text assignment if extra practice is needed to achieve the performance objective.

_____6. Hand in the lesson in folder progress (you should know what that is by this time backwards as well as upside down) for the instructor's approval.

_____7. Surprised? You should be, because there is no Workguide pages to read or do for the next lesson.

EVALUATION: You will record the attainment of goal in the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1 | Page: 44

COMPETENCY SHEET 103

Course: TYPING II	Unit: MANUSCRIPTS	Competency No: D.1,	Page: 45

UNIT: Manuscripts

COMPETENCY: Review by typing each of the following jobs:
- Semiblocked letter
- Ruled table
- 2-page article
- Book manuscript

PERFORMANCE OBJECTIVE: Given the unarranged copy, you will be able to type each in proper order within 10 minutes and with no more than 5 errors.
- A semiblocked letter
- A ruled table
- A 2-page article
- A book manuscript

LEARNING ACTIVITIES: You may either , , , each activity as you complete it.

_____1. Sit down at one of our learning stations.

_____2. Open your textbook to page 153.

_____3. Type the problems following the directions in the shaded column.

_____4. Figure this one out: Turn in your work for the instructor's approval.

_____5. Prepare for the next lesson by reviewing Workguide pp. 175-176 but do not write on these pages as they will be used as part of the test for Part 4.

EVALUATION: You should record the attainment of your goal in the progress folder. Thank you!

COMPETENCY SHEET 104

UNIT: Progress test on Part 4

COMPETENCY: Take a production and general information test on Part 4.

PERFORMANCE OBJECTIVE:

1. Given a 5-minute timed writing, you will be able type a minimum of 29 words a minute with no more than 3 errors.
2. Given a manuscript of a news release, you will be able to type it within 10 minutes with no more than 4 penalty points.
3. Given the necessary materials, you will complete a general information test containing 60 questions with 90% accuracy.
4. Given a copy of an unarranged letter, you will be able to type the letter in correctly arranged form within 10 minutes and with no more than 4 penalty points.
5. Given material to type, you will be able to type a ruled table in proper form within 10 minutes and with no more than 4 penalty points.

LEARNING ACTIVITIES: Place a check mark after the completion of each activity.
(✓)

_____1. Review but do not write on the General Information Test on pages 175-176 of your Workguide.

_____2. Practice any part of the test on plain paper--not on your Workguide pages.

_____3. Set up at a test-taking center.

_____4. Obtain materials needed for the first part of the test on Part 4 from the resource desk--slides and tape for 100 A/B.

_____5. View the slides and listen to tape, following the directions given for practice and taking the 5-minute timed writing.

_____6. Proofread, circle errors, and compute speed as directed by the tape. Turn in best timing and progress folder to instructor.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1, D.1,27,31 | Page: 46

_____ 7. Follow the directions for typing the news release, only before you type this, alert the instructor so that she can time this activity.

_____ 8. Proofread, assisted by the slide and tape. Turn in news release to instructor.

_____ 9. Return tape and slides 100 A/B and obtain tape and slides 100 C/D.

_____ 10. Notify your instructor when you are ready to take the General Information Test, Part 4 on pages 175-176 of your Workguide. She will give you further instructions for taking this part of the test.

_____ 11. Follow the directions for typing the letter, Part 4C. Again alert your instructor so that she can time this activity.

_____ 12. Proofread, assisted by the slide and tape. Turn in letter to instructor.

_____ 13. Follow the directions for typing the ruled table, Part 4D. Again alert your instructor so that she can time this activity.

_____ 14. Proofread the ruled table and indicate errors as instructed by the tape. Turn table in to the instructor.

_____ 15. Return tape and slides 100 C/D to the resource desk. You have completed the test for Part 4. Did you do well?

EVALUATION: Refer to Course of Study for grading scales for timed writings.

GENERAL INFORMATION TEST: Goal is 90% accuracy and the grades are as follows:
59-60 = A 57-58 = B 54-56 = C 53 = D

PROBLEM TYPING: Each problem must be completed within 10 minutes. The grade will be based on the number of points earned. For grading scale, refer to problem typing in your Course of Study.

OBJECTIVES FOR PART 5 (Lessons 101-125)

Part 5 will enable you to demonstrate the following abilities when you take the test in Lesson 125:

CATEGORY	COMPETENCY LEVELS
1. TECHNICALITIES: You will answer correctly questions on an objective test that covers the technical information presented in Part 5.	90% minimum accuracy
2. PRODUCTION: You will use appropriate display, arrangement, and placement in typing the following assignments from unarraged materials: (a) a committee report, (b) a letter with special features, and (c) payroll voucher checks.	Points earned
3. SKILL RATE: You will copy paragraph material line for line at a speed of 31 words a minute for 5 minutes with 3 or fewer errors. (Note that the 31 figure is minimal).	Words a Minute

6	7	8	9-10
D	C	B	A

31-33	34-39	40-43	44+
D	C	B	A

COMPETENCY SHEET 105

Course: TYPING II | Unit: SKILL DEVELOPMENT II | Competency No: A.1 | Page: 49

UNIT: Skill Development II

COMPETENCY: Improve speed and accuracy on timed writings

PERFORMANCE OBJECTIVE: Given straight alphabetic copy, you will be able to type at a rate of 45 words a minute for 5 minutes with 3 or less errors.

LEARNING ACTIVITIES: Place a check mark in the space provided upon completing an activity.

_____1. Obtain tape for Lesson 101 from the resource desk and complete the drills as directed on the tape.

_____2. If you are able to achieve the performance objective of 45 words a minute with 3 or less errors, notify your instructor that you are ready to take a 5-minute timing. If you are able to achieve the speed of 45 words a minute with 3 or less errors you may, if you wish, skip activity and go on to the next competency.

_____3. If you have not achieved the performance objective, you should work on the drills in tapes for Lessons 102A, 103, and 104.

_____4. As you progress through the tapes, if you achieve the performance objective, notify your instructor so he/she may give you a 5-minute timing under supervision.

_____5. If you need a break while you work on your speed and accuracy, work on the next competency sheet.

_____6. If you are still unable to achieve the performance objective, follow procedures previously given for charting, analyzing and prescribing drills in Championship Typing Drills.

_____7. Follow procedures for attaching proofguide and turning in work.

EVALUATION: Based on a 5-minute timed writing with no more than 3 errors allowed:

Words a Minute

31-33	34-39	40-43	44-up
D	C	B	A

COMPETENCY SHEET 106

UNIT: Skill Development II

COMPETENCY: Correctly use carbon paper

PERFORMANCE OBJECTIVE: Given necessary materials, you will be able to properly arrange a carbon pack, insert it in the typewriter, type, make corrections, make necessary carbon copy notation's with 100% accuracy.

LEARNING ACTIVITIES: Don't forget the check mark!

_____1. Obtain slides and tape for Lesson 102B.

_____2. View slides 1-21 and listen to tape on carbon copies.

_____3. After viewing slides 1-21, notify your instructor that you are ready to be checked off on use of carbon paper.

_____4. Complete the performance check on slide's 22-24 while your instructor checks off your performance.

_____5. Proof your work against the key, slide 25 and make corrections needed.

_____6. Attach proofguide and turn in work to instructor for approval.

EVALUATION: Instructor will rate student on the attached check sheet. A satisfactory rating on all items is necessary.

Course: TYPING II | Unit: SKILL DEVELOPMENT II | Competency No: D.8 | Page: 50

NAME _____

DATE _____

CHECK SHEET

COMPETENCY: Correctly use carbon paper.

	Satisfactory	Unsatisfactory
1. Student correctly assembled carbon pack.		
2. Student inserted carbon pack into typewriter, using paper release to adjust carbon pack.		
3. Student properly corrected errors on original and carbons.		
4. Student correctly typed carbon copy notations.		

If an unsatisfactory rating is marked, repeat activity with instructor supervision.

INSTRUCTOR SIGNATURE _____

STUDENT SIGNATURE _____

Course: TYPING II | Unit: SKILL DEVELOPMENT II | Competency No: D.8 | Page: 51

COMPETENCY SHEET 107

UNIT: Skill Development II

COMPETENCY: Improve speed and accuracy on number and symbol typing

PERFORMANCE OBJECTIVE: Given copy with alphabet, numbers and symbols, you will be able to touch type at a rate of 45 words a minute for 5 minutes with 3 or less errors.

LEARNING ACTIVITIES: Don't forget the check mark!

_____1. Obtain tape for Lesson 105 from the resource desk and complete the drills as directed. If you have already achieved the timed writing goal of 45 words a minute for 5 minutes with 3 or less errors, you may skip the timed writing.

_____2. Obtain tape for Lesson 106 and complete the drills as directed. Take the timed writing as directed.

_____3. If you are unable to achieve the goal for speed and accuracy, complete drills in Championship Typing Drills as previously directed.

_____4. Turn in work as previously directed.

EVALUATION: Refer to Course of Study for timed writing grades for Part 5.

EXTENDED ACTIVITY: Choose a typing partner to complete "The Golden Hills Simulation" from your Workguide pp. 182a-f.

Course: TYPING II | Unit: SKILL DEVELOPMENT II | Competency No: A.1 | Page: 52

COMPETENCY SHEET 108

Course: TYPING II | Unit: LETTER STYLES | Competency No: D.1 | Page: 53

UNIT: Letter styles

COMPETENCY: Typing a full-blocked and simplified full-blocked letter.

PERFORMANCE OBJECTIVE: Given unarranged copy, you will be able to type full-blocked, simplified full-blocked, square-blocked, and semiblocked letter styles with no more than 4 points per letter deducted based on major/minor errors.

LEARNING ACTIVITIES: Remember - check mark!

_____1. Obtain slides and tape for Lesson 107 and complete the drills as directed without correcting errors on the drills.

_____2. After completing the slides and tape, turn to Manuscript 29 on p. 165 of your text. Type Manuscript 29 centered on p. 183 of your Workguide. Entitle it FORWARD pivot your name and insert today's date at the bottom. Proofread and correct errors.

_____3. Turn to p. 166 and complete Letter 44 in full-blocked style. Proofread and correct errors. Complete letter 45 in simplified full-blocked style. Proofread and correct errors.

_____4. Obtain slides and tape for Lesson 108 and complete the drills as directed without correcting errors.

_____5. After completing drills, turn to p. 167 and type Letter 46 in square-blocked style and Letter 47 in semiblocked style. Proofread and correct errors.

_____6. Attach proofguides to work and turn in Manuscript 29 and Letters 44-47 for instructor's approval.

EVALUATION: Grade is based on a possible 10 points earned on each letter or manuscript. Grading scale is as follows:

Points earned	6	7	8	9-10
Grade	D	C	B	A

COMPETENCY SHEET 109

UNIT: Letter styles

COMPETENCY: Type indented, hanging indented, display blocked letters

PERFORMANCE OBJECTIVE: Given unarranged copy, you will be able to type an indented, double indented, hanging indented, and display blocked letters with no more than 4 points deducted from a possible 10 per letter based on major/minor errors.

LEARNING ACTIVITIES: Don't forget the check mark!

Course: TYPING II | Unit: LETTER STYLES | Competency No: D.2 | Page: 54

_____1. Obtain slides and tape for Lesson 109 and complete drills as directed. Do not correct errors on these drills.

_____2. At end of tape and slides, complete Letter 48 (indented) and Letter 49 (double indented) from p. 169 of text. Proofread and correct errors.

_____3. Obtain slides and tape for Lesson 110 and complete drills as directed. Proofread and circle errors but do not correct errors.

_____4. At the end of the tape and slides, complete Letter 50 (hanging-indented) and Letter 51 (display blocked). Proofread and correct errors.

_____5. Attach proofguides to work and turn in at resource desk.

EVALUATION: Letters 48-51 each typed with no more than 4 points out of a possible 10 deducted for major/minor errors.

Points earned	6	7	8	9-10
Grade	D	C	B	A

COMPETENCY SHEET 110

UNIT:	Letter styles
COMPETENCY:	Type blocked letters with foreign address and military date
PERFORMANCE OBJECTIVE:	Given unarranged copy, you will be able to type a blocked letter with a foreign address and a blocked letter with military date with no more than 4 points out of a possible 10 deducted.
LEARNING ACTIVITIES:	Don't forget a check mark!

Course: TYPING II | Unit: LETTER STYLES | Competency No: D.2 | Page: 55

_____1. Obtain tape for Lesson 111 and complete drills as directed. Record speed and errors in progress folder.

_____2. Obtain slides and tape for Lesson 112 and complete drills as directed.

_____3. Proofread and circle errors. Do not correct errors.

_____4. After completing slides and tape, type letters 52 and 53 on p. 172 of your text.

_____5. Proofread, correct errors, and turn in work.

EVALUATION: A minimum of 6 points out of a possible 10 points earned per letter based on uncorrected errors.

COMPETENCY SHEET 111

UNIT: Printed Forms

COMPETENCY: Type the fill-in information on a purchase order

PERFORMANCE OBJECTIVE: Given copy, you will be able to type 45 words a minute for 5 minutes with no more than 3 errors.

Given the necessary form and information, you will be able to type a purchase order within 5 minutes and with no more than 4 errors. Penalty points deducted based on major/minor errors.

LEARNING ACTIVITIES: Place a check mark after the completion of each activity.

_____1. Obtain slides and tape from resource desk for Lesson 113

_____2. If you have already achieved speed and accuracy performance objective, you may advance to slide 6.

_____3. Type the performance check as directed.

_____4. Proofread, circle errors, and record on progress folder.

_____5. Observe slides 6-10 to learn about stock requisitions.

_____6. Observe slides 11-14 to learn about purchase requisitions.

_____7. Observe slides 15-22 to learn about purchase orders.

_____8. Type the performance check.

_____9. Check the purchase order with the proofguide.

_____10. Complete the text assignment if you did not reach the performance objective.

_____11. If you did reach your performance objective, put the proofguide with the lesson in the progress folder, and return folder and materials used with this lesson to the resource desk for your instructor's approval.

EVALUATION: You should record the goal you achieved on the progress folder.

Course: TYPING II | Unit: PRINTED FORMS | Competency No: D.20 | Page: 56

COMPETENCY SHEET 112

Course: TYPING II	Unit: PRINTED FORMS	Competency No: D.18, D.21, D.22	Page: 57

UNIT: Printed Forms

COMPETENCY: Type an invoice, a credit memo and a statement of account.

PERFORMANCE OBJECTIVE: Given the necessary forms and data, you will be able to type a statement of account within 5 minutes with 4 or fewer errors. Penalty points deducted based on major/ minor errors.

LEARNING ACTIVITIES: Remember to mark these off as you do them!

_____1. Obtain slides and tape from resource desk for Lesson 114

_____2. Observe slides 4 to 9 to learn about the typing of an invoice.

_____3. Observe slides 12-16 to learn about the typing of a credit memorandum.

_____4. Observe slides 19-23 to learn about the typing of a statement of account.

_____5. Prepare for and type the performance check; and proofread, circle errors, and record the results.

_____6. Complete the text assignment if you did not reach the performance objective.

_____7. If you did reach your performance objective, put the proofguide with the lesson and put lesson in the progress folder, and return folder and materials used with this lesson to the resource desk for your instructor's approval.

EVALUATION: You should record the goal you achieved on the progress folder.

COMPETENCY SHEET 113

UNIT: Printed Forms

COMPETENCY: Learn to type payroll forms

PERFORMANCE OBJECTIVE: Given the necessary form and information, you will be able to type a voucher check within 5 minutes and with no more than 4 errors. Penalty points deducted based on major/minor errors.

LEARNING ACTIVITIES: Remember your check mark!

_____1. Obtain slides and tape from resource desk for Lesson 115.

_____2. Observe slides 5-9 for information and typing direction for a payroll register.

_____3. Observe slides 12-15 to learn about how to type a payroll voucher check.

_____4. Prepare for and type the performance check, proofread, circle errors, and record results on the progress folder.

_____5. Complete the text assignment if you did not reach the performance objective.

_____6. Attach the proofguide to the lesson, place in your progress folder, and turn in along with the materials used for this lesson to the resource desk.

EVALUATION: You should record your goal achievement on the progress folder.

COMPETENCY SHEET 114

UNIT: Printed Forms

COMPETENCY: Type business forms

PERFORMANCE OBJECTIVE: Given the necessary form and data you will be able to type a W-2 income tax form within 5 minutes and with 3 or fewer errors. Penalty points deducted based on major/minor errors.

LEARNING ACTIVITIES: Place a check mark when the item is completed.

Course: TYPING II	Unit: PRINTED FORMS	Competency No:D.33	Page: 59

_____ 1. Obtain slides and tape from the resource desk for Lesson 116.

_____ 2. Observe the slides 5-8 showing and explaining how to type an earnings record card and demonstrate your ability to type an earnings record card as directed.

_____ 3. Observe the slides 11-15 demonstrating how to type a W-2 income tax form and type it as directed.

_____ 4. Prepare for the performance check.

_____ 5. Type form 37, page 179 correctly arranged, and then compare with the proofguide.

_____ 6. Proofread, circle errors, and record the results on the progress folder.

_____ 7. Complete the text assignment if you did not reach the performance objective.

_____ 8. Turn in lesson and materials as previously instructed.

EVALUATION: You should record your achievement on the progress folder.

COMPETENCY SHEET 115

UNIT:	Printed Forms
COMPETENCY:	Type business forms
PERFORMANCE OBJECTIVE:	Given the necessary data and a printed form, you will be able to type a voucher check within 5 minutes and with no more than 3 errors. Penalty points deducted based on major/minor errors.
LEARNING ACTIVITIES:	Will you remember to check off the activities as you complete them?

_____1. Obtain the slides and tape from the resource desk for Lesson 117.

_____2. Do the drills and exercises as directed by the tape and slides.

_____3. Observe slides 8-11 to learn about how to type a voucher check.

_____4. Observe slides 14-17 to learn about how to type a promissory note.

_____5. Prepare for and type the performance check as directed by the tape.

_____6. Compare with the proofguide, circle errors, and record the results on the progress folder.

_____7. Complete the text assignment if you did not reach the performance objective.

_____8. Turn in lesson and materials as previously instructed.

EVALUATION: You should record the goal attained on the progress folder.

Course: TYPING II | Unit: PRINTED FORMS | Competency No: D.25 | Page: 60

COMPETENCY SHEET 116

UNIT:	Printed Forms
COMPETENCY:	Type business forms
PERFORMANCE OBJECTIVE:	Given the data and a printed card, you will type the fill-in acknowledgement card within 5 minutes with no more than 3 errors. Penalty points deducted based on major/minor errors.

LEARNING ACTIVITIES:

_____ 1. Obtain the slides and tape from the resource desk for Lesson 118.

_____ 2. Do the drills and exercises as directed by the tape and slides.

_____ 3. Observe slides 8-11 to learn about how to type an acknowledgement card.

_____ 4. Observe slides 14-15 to learn about how to type shipping labels.

_____ 5. Prepare for and type the performance check as directed by the tape and slides.

_____ 6. Compare with the proofguide, circle errors, and record the results on the progress folder.

_____ 7. Complete the text assignment if you need more practice to reach the performance objective.

_____ 8. Turn in lesson and materials as previously instructed.

EVALUATION: You will record the goal attained on the progress folder.

Course: TYPING II | Unit: PRINTED FORMS | Competency No: D.23 | Page: 61

COMPETENCY SHEET 117

UNIT: Manuscripts

COMPETENCY: Increase typing skill.

PERFORMANCE OBJECTIVE: Given equipment and material to type, you will be able to type for 3 minutes at a speed of 45 words a minute with no more than 3 errors.

LEARNING ACTIVITIES: Place a check mark after the completion of each activity.
(✓)

_____1. If you have already met this performance objective, you may go to Learning Activity 4.

_____2. Obtain materials needed for Lesson 119 from the resource desk.

_____3. Do the drills and exercises and take the timed writing: proofread, circle errors, compute score, and record.

_____4. Review pivoting rules as illustrated on slides and tape.

_____5. Learn about leaders as demonstrated on the slides and tape.

_____6. Type the performance check, proofread, circle errors, and record the results.

_____7. If you did not reach the performance objective, complete the pretest, practice, and posttest on Workguide pages 235-236.

_____8. Turn in assignment with proofguides.

EVALUATION: You should record goal met on the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1 | Page: 62

COMPETENCY SHEET 118

UNIT: Manuscripts

COMPETENCY: Use pivoting in production typing.

PERFORMANCE OBJECTIVE: Given a rough draft of a short menu you will be able type it in revised form within 10 minutes with no more than 2 errors. Penalty points deducted based on major/ minor errors.

LEARNING ACTIVITIES: Place a check mark after the completion of each activity. (✓)

_____1. Obtain the tape and slides for Lesson 120.

_____2. Follow the directions to accomplish the exercises directed by slides and tape.

_____3. Type performance check, proofread, circle errors, and record the results on the progress folder.

_____4. If you need more practice to achieve your performance objective, type the text assignment.

_____5. Turn in your work to the resource desk in your progress folder for the instructor's approval.

EVALUATION: You should record the attained goal on the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: C.5 | Page: 63

COMPETENCY SHEET 119

UNIT: Manuscripts

COMPETENCY: Develop typing skill.

PERFORMANCE OBJECTIVE: Given a 5-minute timed writing you will strive to type 45 words a minute with 3 errors or less.

LEARNING ACTIVITIES: Place a check mark for each activity completed.
(✓)

_____1. If you have already reached the performance objective, you may go to the next competency sheet. If you have not, proceed to the next learning activity on this sheet.

_____2. Obtain the tape for Lesson 121 from the resource desk.

_____3. Type the tune-up and practice drills as directed by the tape.

_____4. Take the timed writing, proofread, circle errors, and record the results.

_____5. If you need more practice to achieve the performance objective, follow directions for analyzing and prescribing appropriate drills in Championship Typing Drills.

_____6. Turn in your work in the progress folder for the teacher's approval.

EVALUATION: You should record your attained goal on the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1 | Page: 64

COMPETENCY SHEET 120

UNIT:	Manuscripts
COMPETENCY:	Arrange a business report.
PERFORMANCE OBJECTIVE:	Given the data, you will be able to type a page of a business report properly positioned and spaced within 12 minutes and with no more than 5 errors. Penalty points deducted based on major/minor errors.
LEARNING OBJECTIVE:	Don't forget the check mark!

_____1.	Obtain slides and tape for Lesson 122
_____2.	View the slides and tape.
_____3.	Learn the business report rules as they are presented on the audio visual equipment.
_____4.	Prepare for and type the performance check.
_____5.	Proofread, circle errors, and record the results on the progress folder.
_____6.	If you did not meet the performance objective, do the text assignment.
_____7.	Turn in your work in the progress folder to the resource desk for the instructor's approval.

EVALUATION:	You should record your attained goal on the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: D.9 | Page: 65

COMPETENCY SHEET 121

UNIT: Manuscripts

COMPETENCY: Build skill through the typing of job application papers.

PERFORMANCE OBJECTIVE: Given the business form and information, you will be able to type a job application within 12 minutes with no more than 5 errors. Penalty points deducted based on major/minor errors.

LEARNING ACTIVITIES: Did you remember the check mark?

_____1. Type the practice typing as instructed for Lesson 123.

_____2. Type a letter of application following directions as on page 188 of the textbook.

_____3. Type the personal data resume following directions on page 189 of textbook, Lesson 124.

_____4. Obtain an employment application form from your Workguide, page 237, and fill it in completely with your personal data as though you were applying for an office job.

_____5. Proofread and record the results of these lessons on your progress folder.

_____6. Prepare for Part 5 Test by reviewing Workguide pages 239-240. Do not write on these pages, because they will be used for part of the test.

EVALUATION: You will record your achieved goal on the progress folder.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: D.23 | Page: 66

COMPETENCY SHEET 122

UNIT: Progress Test on Part 5

COMPETENCY: Take production test and general information test on Part 5.

PERFORMANCE OBJECTIVE:

1. Given a 5-minute timed writing, you will be able to type a minimum of 31 words a minute with no more than 3 errors.
2. Given a manuscript to type, you will be able to type it within 12 minutes with no more than 4 penalty points.
3. Given the necessary materials you will complete a general information test containing 65 questions with 90% accuracy.
4. Given an unarranged letter, you will be able to type it in arranged form within 12 minutes with no more than 4 penalty points.
5. Given the data and printed forms needed, you will be able to type 5 voucher checks in 12 minutes with no more than 4 penalty points.

LEARNING ACTIVITIES: Please check when you finish each activity.
(✓)

_____1. Review but do not write on the General Information Test on pages 239 and 240 of the Workguide.

_____2. Practice any part of the test on plain paper--not on your Workguide pages.

_____3. Set up at a test-taking center.

_____4. Obtain materials needed for the first part of the test on Part 5 from the resource desk--slides and tape for 125 A/B.

_____5. View the slides and listen to tape, following the directions given for practice and taking the 5-minute timed writing.

_____6. Proofread, circle errors, and compute speed as directed by the tape. Turn in best timing and progress folder to the instructor.

Course: TYPING II | Unit: PROGRESS TEST | Competency No: A.1,D.3 D.10,D.25 | Page: 67

_____7. Follow the directions for typing the manuscript, only before you type this, alert the instructor so that she can time this activity.

_____8. Proofread, assisted by the slide and tape. Turn in the manuscript to the instructor.

_____9. Return tape and slides 125 A/B and obtain tape and slides 125 C/D.

_____10. Notify your instructor when you are ready to take the General Information Test, Part 5 on pages 239-240 of your Workguide. She will give you further instructions for taking this part of the test.

_____11. Follow the directions for typing the letter, only before you type this, alert the instructor so that she can time this activity.

_____12. Proofread, assisted by the slide and tape. Turn in letter to the instructor.

_____13. Follow the directions for typing the voucher checks.

_____14. Proofread, assisted by the slide and tape. Turn in vouchers to the instructor.

_____15. Return tape and slides 125 C/D to the resource desk. You have finished the test for Part 5. I hope you did well.

EVALUATION: Refer to Course of Study for grading scales.

GENERAL INFORMATION TEST: Goal is 90% accuracy and the grades are as follows:
64-65 = A 62-63 = B 59-61 = C 57-58 = D

Problems--Manuscript, letter and vouchers must each be completed with 12 minutes. The grade will be based on the number of points earned. Major and minor errors in the problem will deduct 3 points. A perfect paper earns 10 points. Each major error deducts 2 points from the score, and each minor error deducts 1 point from the score.

Points Earned:	6	7	8	9-10
Grade;	D	C	B	A

OBJECTIVES FOR PART 6 (Lessons 126-150)

Part 6 will enable you to demonstrate the following abilities when you take the test in Lesson 150 at the end of this course:

CATEGORY

1. TECHNICALITIES: You can answer correctly questions on an objective test covering the technical information presented in Lessons 76 through 150.

COMPETENCY LEVELS

95% minimum accuracy

2. PRODUCTION: You will use appropriate arrangement, placement, forms, and display when you type according to printed directions the following kinds of assignments: (a) a two-page letter on an oversize letterhead and from unarranged and incomplete material, (b) a full-page financial statement with leaders, and (c) an employment contract drafted from revised copy.

points earned

6	7	8	9-10
D	C	B	A

3. SKILL RATE: Working from printed material but not typing line for line, you can copy paragraph narrative at a speed of 33 words a minute for 5 minutes with 2 or fewer errors. (Note that the 33 figure is minimal).

Words a Minute

33-35	36-41	42-47	48+
D	C	B	A

COMPETENCY SHEET 123

UNIT: Skill Development III

COMPETENCY: Improve speed and accuracy in timed writings

PERFORMANCE OBJECTIVE: Given straight copy, you will be able to touch type at a rate of 45 words a minute for 5 minutes with no more than 2 errors.

LEARNING ACTIVITIES: Check mark!

_____1. Obtain tape for Lesson 126 and complete drills as directed.

_____2. If you are able to achieve the above performance objective, you may notify your instructor and take a 5-minute timing under supervision.

_____3. If you are able to achieve the performance objective on the 5-minute timing, you may skip activities 4 and then go on to the next competency sheet.

_____4. If you have not achieved the performance objective, or if you want to further develop your speed and/or accuracy you should obtain the tapes (one at a time, please!) for Lessons 127, 128A, 129, 130 and 131.

_____5. Complete the drills until you achieve the above performance objective or the grade for Part 6 that you want according to the Course of Study.

_____6. If you want a change of pace, go on to the next competency sheet and come back later to this.

_____7. If you are still unable to achieve your speed/accuracy goal, complete steps previously given for using Championship Typing Drills.

_____8. Attach proofguide and turn in work to resource center.

EVALUATION: Based on a 5-minute times writing with no more than 3 errors allowed:

Words a minute

33-35	36-41	42-47	48-up
D	C	B	A

COMPETENCY SHEET 124

UNIT: Skill Development III

COMPETENCY: Use half spacing in a centered display

PERFORMANCE OBJECTIVE: Given 9 lines to center, you will be able to center the lines using half spacing with no more than 3 errors.

CS

LEARNING ACTIVITIES: Check mark!

_____1. Obtain slides and tape for Lesson 128B.

_____2. Complete the drills as directed on the tape.

_____3. Complete 129-B, p. 198 using half-space centering methods.

_____4. Have your instructor approve your work before going on to the next competency.

EVALUATION: Out of 9 lines, at least 6 will be centered correctly.

Course: TYPING II | Unit: SKILL DEVELOPMENT III | Competency No: C.5 | Page: 71

COMPETENCY SHEET 125

UNIT: Special Correspondence

COMPETENCY: Type a two-page letter

PERFORMANCE OBJECTIVE: Given arranged copy, you will be able to type the second page of a 2-page letter within 3 errors.

LEARNING ACTIVITIES: Remember -- check mark!

_____1. Obtain tape for Lesson 132 and complete the drills as directed.

_____2. Record speed and errors on progress folder.

_____3. Read pp. 202-203 of text carefully.

_____4. Obtain slides and tape for Lesson 133. View slides and listen to tape completing drills as directed. Circle errors.

_____5. If you are unable to meet the above performance objective, type Letter 59 if you do not meet the objective.

_____6. Turn in work as directed.

EVALUATION: Student records errors on progress folder for Letter 58 or Letter 59.

Course: TYPING II | Unit: SPECIAL CORRESPONDENCE | Competency No: D.4 | Page: 72

COMPETENCY SHEET 126

UNIT: Special correspondence

COMPETENCY: Type letters on special size and special type letterhead.

PERFORMANCE OBJECTIVE: Given arranged copy, you will be able to type a special size letter within 4 errors and a special letterhead letter within 3 errors.

LEARNING ACTIVITIES: Check mark!

_____1. Obtain slides and tape for Lesson 134. View the slides and listen to the tape completing drills as directed.

_____2. After finishing slides and tape, return materials to resource desk and complete Letter 60, p. 205 on baronial stationary. Proofread and circle errors.

_____3. If unable to complete Letter 60 within 4 errors, type Letter 61 on monarch stationary with the goal of no more than 4 errors. Proofread, circle errors, and record errors on progress folder.

_____4. Obtain slides and tape for Lesson 135. View the slides and listen to the tape completing drills as directed.

_____5. After completing slides and tape, return materials to resource desk and type Letter 62 on p. 206 of your text.

_____6. If unable to complete Letter 62 within 3 errors, type Letter 63 with the goal of 3 or less errors.

_____7. Attach proofguide to work and turn in at the resource desk.

_____8. Complete Workguide, pp. 259-260 for next competency.

EVALUATION: Student records attainment of goal in progress folder.

Course: TYPING II | Unit: SPECIAL CORRESPONDENCE | Competency No: D.5,D.6 | Page: 73

COMPETENCY SHEET 127

UNIT: Special correspondence

COMPETENCY: Type special letters

PERFORMANCE OBJECTIVE: Given unarranged copy, you will be able to type special size and style letters with no more than 4 points deducted out of a possible 10 points based on uncorrected major/minor errors.

LEARNING ACTIVITIES: Check mark!

_____1. Obtain slides and tape for Lesson 136. View slides and listen to tape completing drills as directed. Circle errors.

_____2. After completing slides and tape, return them to resource desk and type Letters 66 and 67 on p. 208 of your text. Proofread and correct errors.

_____3. Obtain slides and tape for Lesson 137. View slides and listen to tape completing drills as directed. Proofread and circle errors.

_____4. After completing slides and tape, return them to resource desk and type Letters 68-70 on p. 209 of your text. Proofread and correct errors.

_____5. Attach proofguide to work, place in progress folder, and turn in at resource desk.

EVALUATION: No more than 4 points deducted from a possible 10 points based on uncorrected major/minor errors.

Points earned	6	7	8	9-10
Grade	D	C	B	A

Course: TYPING II | Unit: SPECIAL CORRESPONDENCE | Competency No: D.2 | Page: 74

COMPETENCY SHEET 128

UNIT: Maintaining Typewriter

COMPETENCY: Clean the typewriter.

PERFORMANCE OBJECTIVE: Given the necessary cleaning supplies and a typewriter, you will be able to clean the typewriter within 10 minutes.

LEARNING ACTIVITIES: Place a check mark at the completion of each activity. (✓)

_____1. Obtain from the resource desk and view the video lesson on proper cleaning of the typewriter.

_____2. Obtain the necessary cleaning supplies from the resource desk.

_____3. Practice cleaning your typewriter.

_____4. Operate the typewriter to verify that it works properly.

EVALUATION: Your performance will be evaluated by the instructor using the attached check sheet. All items must receive an acceptable rating.

EXTENDED ACTIVITIES: Demonstrate how to clean a typewriter to a classmate.

Course: TYPING II | Unit: MAINTAINING TYPEWRITER | Competency No: E.3 | Page: 75

NAME_____

DATE_____

CHECK SHEET

Clean the Typewriter

S - Satisfactory
U - Unsatisfactory

	S	U
1. Obtained the video lesson from the resource desk on how to clean the typewriter.		
2. Obtained the cleaning kit from the resource desk.		
3. Demonstrated proper methods in cleaning the typewriter.		
4. Verified that the typewriter works properly after cleaning it.		

Course: TYPING II | Unit: MAINTAINING TYPEWRITER | Competency No: E.3 | Page: 76

You must receive a satisfactory rating on all the above points. Should any points be unsatisfactory, again view the video lesson on cleaning the typewriter.

INSTRUCTOR_____

STUDENT_____

COMPETENCY SHEET 129

UNIT: Tabulation - Finance Tables

COMPETENCY: Type a bank reconciliation statement

PERFORMANCE OBJECTIVE:

1. Given the timed writing copy, you will be able to type at a speed of 45 words a minute for 3 minutes with no more than 2 errors.

2. Given the information, you will be able to type a bank reconciliation within 10 minutes with 2 or fewer errors.

LEARNING ACTIVITIES: Remember to place a check mark after the completion of each learning activity.

_____ 1. If you have already achieved the timed writing performance objective, skip learning activities 3 and 4 of this competency sheet.

_____ 2. Obtain slides and tape for Lesson 138 from the desk.

_____ 3. Type the tune-up skill and exercises as directed by the tape.

_____ 4. Take the timed writing, proofread, circle errors, and record the score on your progress folder.

_____ 5. Observe slides 6-10 to learn about a bank reconciliation statement and how to type one.

_____ 6. Type the bank reconciliation statement and compare with the key--slides 11-15.

_____ 7. Prepare for and type the performance check as directed.

_____ 8. Check the performance check against the proofguide, circle errors, and record the results on the progress folder.

_____ 9. If more practice is needed to achieve the performance objective, you may (a) do the text assignment or (b) continue typing the appropriate drills according to your typing analysis chart from the drills in Championship Typing Drills or (c) do the pretest, practice, posttest on Workguide p. 267.

_____ 10. Turn in work in the progress folder to the resource desk along with the materials used for this lesson.

Course: TYPING II | Unit: TABULATION - FINANCE TABLES | Competency No: D.37 | Page: 77

EVALUATION: You should record your attained goal on the progress folder.

COMPETENCY SHEET 130

UNIT: Tabulation - Finance Tables

COMPETENCY: Type an income statement

PERFORMANCE OBJECTIVE: Given the necessary materials and information, you will be able to type a finance statement in 15 minutes with no more than 4 errors.

LEARNING ACTIVITIES: Don't forget your check mark!

_____1. Obtain slides and tape for Lesson 139.

_____2. Observe slides 4-6 to learn the definition and the rules for typing an income statement.

_____3. Type the income statements as directed on slides 7-20.

_____4. Prepare for and type performance check, Table 30, p. 211 with 4 or fewer errors.

_____5. Proofread the performance check against proofguide, circle errors, and record the results.

_____6. If you need more practice to achieve performance objective, type the text assignment.

_____7. Turn in work in progress folder along with materials borrowed from the resource center.

EVALUATION: You should record the results of the goal attained in this lesson on your progress folder. Remember, you will be graded on some of the assignments which you turn in. This could be the one.

Course: TYPING II | Unit: TABULATION - FINANCE TABLES | Competency No: D.38 | Page: 78

COMPETENCY SHEET 131

UNIT: Finance tables

COMPETENCY: Increase typing skill through timed writings

PERFORMANCE OBJECTIVE: Given copy to type from, you will be able to type at a speed of 45 words a minute for 5 minutes with no more than 2 errors.

LEARNING ACTIVITIES: Remember to check off the activities as completed.

_____1. Obtain the tape for Lesson 140 from the resource desk.

_____2. If you have already reached the performance objective, you may continue to the next competency sheet. If not, listen to the tape and type the practice and paragraphs as directed.

_____3. Type the 5-minute writing, proofread, circle errors, and record results on the progress folder.

_____4. Complete the text assignment if you did not achieve the performance goal.

_____5. Return tape to desk; return work in progress folder to desk for instructor's approval.

EVALUATION: You should record the attained goal of this lesson in the progress folder.

Course: TYPING II | Unit: TABULATION - FINANCE TABLES | Competency No: A.1 | Page: 79

COMPETENCY SHEET 132

UNIT: Finance Tables

COMPETENCY: Type a balance sheet

PERFORMANCE OBJECTIVE: Given the materials and data, you will be able to type in proper arrangement a balance sheet with no more than 6 errors.

LEARNING ACTIVITIES: Remember to check the items completed.

_____1. Obtain slides and tape from the resource desk for Lesson 141.

_____2. Observe slides 4-6 which describe a balance sheet and how to type one.

_____3. Prepare and type a balance sheet as directed by tape and slides 7-13.

_____4. Prepare to type and complete the performance check, Table 36, p. 214, correctly arranged with 6 or fewer errors.

_____5. Check the performance check against the proofguide, circle errors, and record the results on the progress folder.

_____6. Complete the text assignment if you did not achieve the performance objective.

_____7. Return all materials to the resource desk along with your progress folder and typed assignment for the instructor's approval.

EVALUATION: You should record your achieved goal on the progress folder.

Course: TYPING II | Unit: TABULATION - FINANCE TABLES | Competency No: D.39 | Page: 80

COMPETENCY SHEET 133

UNIT:	Review
COMPETENCY:	Review units 22 and 23
PERFORMANCE OBJECTIVE:	Given the copy, you will be able to type in proper arrangement a letter containing a table at 45 words a minute with no more than 5 errors.
LEARNING ACTIVITIES:	Remember to check those activites as they are completed!

_____1. Type the drills as directed by Lesson 142, p. 217.

_____2. Take a 5-minute timing on a letter.

_____3. Proofread against the proofguide.

_____4. Record the results on the progress folder.

_____5. Return your typing assignment to the resource desk in the progress folder.

EVALUATION:	You should record your attained goal in the progress folder.

Course: TYPING II | Unit: REVIEW | Competency No: D.3 | Page: 81

COMPETENCY SHEET 134

UNIT: Review

COMPETENCY: Review a boxed table

PERFORMANCE OBJECTIVE: Given the data and equipment, you will be able to type a table on a sheet of paper inserted sideways within 20 minutes and with 5 or fewer errors.

LEARNING ACTIVITIES: Place a check mark after the completion of an activity.

_____	1.	Obtain slides and tape for Lesson 143 from the resource desk.
_____	2.	Review braced headings as illustrated on slides 4-6.
_____	3.	Learn machine adjustments necessary for typing on a sheet of paper inserted sideways.
_____	4.	Review as the tape directs the centering processes.
_____	5.	Type a boxed table with a braced heading as directed on the slides and tape.
_____	6.	Type the performance check, Table 40, p. 218.
_____	7.	Check against the proofguide, circle errors, and record the results on the progress folder.
_____	8.	Complete text assignment if more practice is needed to achieve the performance objective.
_____	9.	Return materials to the resource desk and turn in your typed lesson in progress folder for the instructor's evaluation.

EVALUATION: You will record the attained goal on your progress folder.

Course: TYPING II | Unit: REVIEW | Competency No: D.28 | Page: 82

COMPETENCY SHEET 135

UNIT: Maintaining Typewriter

COMPETENCY: Change typewriter ribbon.

PERFORMANCE OBJECTIVE: Given a typewriter ribbon, you will be able to change the ribbon on your typewriter within 5 minutes.

LEARNING ACTIVITIES: Remember to check each item when completed!
(✓)

_____1. Obtain from resource desk an instruction manual and read the pages dealing with changing the ribbon.

_____2. Obtain the video tape lesson from resource desk and observe how to change the ribbon on your typewriter.

_____3. Practice changing the ribbon on your typewriter.

_____4. Operate your typewriter to verify that it works properly.

EVALUATION: The instructor will evaluate your performance using the attached check sheet. All items must receive an acceptable rating.

EXTENDED ACTIVITIES: Demonstrate to another student the proper methods to charge a typewriter ribbon.

Course: TYPING II | Unit: MAINTAINING TYPEWRITER | Competency No: E.3 | Page: 83

NAME_____

DATE_____

CHECK SHEET

Change Typewriter Ribbon

S - Satisfactory
U - Unsatisfactory

	S	U
1. Obtained instruction manual and read the pages on changing the ribbon.		
2. Viewed video tape lesson on how to change the ribbon.		
3. Demonstrated proper method of changing the ribbon under timed condition.		
4. Verified that the ribbon was inserted and works properly.		

Course: | Unit: | Competency No: E.3 | Page: 84

You must receive a satisfactory rating on all the above points. Should any points be unsatisfactory, repeat competency sheet

INSTRUCTOR_____

STUDENT_____

COMPETENCY SHEET 136

UNIT: Manuscripts

COMPETENCY: Increase your typing skill

PERFORMANCE OBJECTIVE: Given a legal document to type from, you will be able to type for 5 minutes at a speed of 45 words a minute with no more than 2 errors.

LEARNING ACTIVITIES: Place a check mark by each activity as you complete it.

_____1. If you have already achieved this performance objective, you are in store for congratulations. Go to the resource desk and ask your instructor for your reward. Then you may go to Learning Activity #7. If you did not meet the performance objective of 45 words a minute for 5 minutes with 2 or fewer errors, continue the learning activities.

_____2. Obtain tape from the resource desk for Lesson 144.

_____3. Do the drill work and exercises as directed by the tape.

_____4. Take the timed writing, proofread, circle errors, and record the results on your progress folder.

_____5. If you have not reached the performance objective by this time, you should do (a) the text assignment or (b) turn to the Championship Typing Drills and continue with the drills according to your diagnostic chart.

_____6. Return the tape to the resource desk as well as your progress folder with the typed lesson.

_____7. Complete Workguide pages 273-274 before going to the next competency sheet.

EVALUATION: Remember you are the one who must record the results of this lesson on your progress folder. I hope it was a great attainment.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1 | Page: 85

COMPETENCY SHEET 137

UNIT: Manuscripts

COMPETENCY: Apply skill to legal typing

PERFORMANCE OBJECTIVE: Given the necessary information and directions, you will be able to type a Bill of Sale correctly arranged with no more than 3 errors.

LEARNING ACTIVITIES: Remember your check mark!

_____1. Obtain slides and tape from the resource desk for Lesson 145.

_____2. Listen to the tape and observe the slides to obtain rules for typing legal documents on plain paper as well as on printed forms.

_____3. Type the performance check as directed.

_____4. Proofread, circle errors, and record results on the progress folder.

_____5. If you did not attain the performance objective, type the text assignment.

_____6. If you did attain the performance objective, turn in progress folder containing the typed lesson and return all materials to the resource desk.

EVALUATION: Thank you for recording your attained goal on the progress folder where your teacher will give special notice to your achievement.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: D.40 | Page: 86

COMPETENCY SHEET 138

UNIT: Manuscripts

COMPETENCY: Improve your typing skill

PERFORMANCE OBJECTIVE: Given a measurement paragraph from which to type, you will be able to type for 5 minutes at a speed of 45 words a minute with 2 or fewer errors.

LEARNING ACTIVITIES: Be sure to mark the completed activities.

_____1. If you have already reached this performance objective you deserve much credit for your perserverance and hard work. You may advance to the next competency sheet. If not, you will continue with these following learning activities.

_____2. Obtain tape for Lesson 146.

_____3. Follow the directions for practice as directed by the tape.

_____4. Take the timed writings as directed and proofread and circle the errors and record the better of the two writings on the progress folder.

_____5. If you have not reached the performance objective by this time, you should do (a) the text assignment or (b) turn to the Championship Typing Drills and continue with the drills prescribed according to your diagnostic chart.

_____6. Return the tape to the resource desk as well as your progress folder with the typed lesson.

EVALUATION: You should record your attained goal on your progress folder. Are you proud of yourself? I hope the instructor is proud of you, also.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1 | Page: 87

COMPETENCY SHEET 139

UNIT: Manuscripts

COMPETENCY: Apply skill to legal-styled typing

PERFORMANCE OBJECTIVE: Given the manuscript from which to type and the ruled paper, you will be able to type a resolution correctly arranged with 5 or fewer errors. Try to type it within 10 minutes.

Given the minutes of a meeting in rough draft, you will be able to type in correct arrangement the minutes with no more than 5 errors. Try to type the minutes within 10 minutes.

LEARNING ACTIVITIES: Don't forget the check mark!

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: D.40 | Page: 88

_____1. Obtain the slides and tape from the resource desk for Lesson 147.

_____2. Observe slides 4-9 which describe a resolution and explain how to type one.

_____3. Observe slides 10-14 which describe the minutes of a meeting and how to type them.

_____4. Follow the directions for typing the practice as given by the slides and tape.

_____5. Prepare paper and type the resolution following the directions given.

_____6. Proofread, circle errors, and record the results on the progress folder.

_____7. Type the minutes of a meeting from page 226 of your text book following the directions given in the shaded column.

_____8. If you did not reach the performance objective, type the text assignment.

_____9. If you did attain the performance objective, turn in progress folder containing the typed lesson and return all materials to the resource desk.

(Over)

EVALUATION: You will record the results of this lesson on your progress folder. I hope you did well.

COMPETENCY SHEET 140

UNIT: Manuscripts

COMPETENCY: Review for the final test in this course

PERFORMANCE OBJECTIVE: Given material from which to type you will be able to type for 5 minutes at a speed of 45 words a minute with 2 or fewer errors.

Given the materials you will be able to type the following with no more than 5 errors each.

a. a financial statement
b. a letter containing a financial statement
c. a legal manuscript

LEARNING ACTIVITIES: Place a check mark to show you have completed each item.

_____1. If you have already reached the speed objective in this competency sheet you may skip activities 3 and 4.

_____2. Obtain the slides and tape from the resource desk for Lessons 148 and 149.

_____3. Follow the directions as given on the tape for your skill performance check.

_____4. Proofread, circle errors, and record the results on the progress folder.

_____5. Observe slides 6-9 which review the rules for typing financial statements.

_____6. Observe slides 10-11 which review the rules for typing a letter that contains a financial statement.

_____7. Observe slides 12-14 which review the rules for typing a legal document.

_____8. Prepare materials and then type the performance check as listed below:

a. Table 42
b. Letter 72
c. Manuscript 49

} follow directions on page 229

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1, D.33-40 | Page: 89

_____9. Proofread, circle errors and record results on the progress folder.

_____10. If you did not meet the performance objective, type the text assignment. If you did meet the performance objective you may stand up and shout, for you have finished all the lessons in this course. Now all you have left is the final exam. Do you feel good about that?

_____11. You may review the Workguide pages 281-282 but do not write on these, because these will be used as part of your final exam.

EVALUATION: You will record this last lesson on your progress folder. Your instructor should congratulate you!

COMPETENCY SHEET 141

UNIT:	Progress Test on Part 6
COMPETENCY:	Take a production test and a general information test on Part 6.
PERFORMANCE OBJECTIVE:	1. Given a 5 minute timed writing, you will be able to type a minimum of 33 words a minute with no more than 2 errors. 2. Given an unarranged copy, you will be able to type a 2-page letter properly arranged with 6 or fewer penalty points deducted. 3. Given the necessary materials, you will complete a general information test containing 60 questions with 90% accuracy. 4. Given the necessary data you will be able to type a table (tabulation with leaders) properly spaced and arranged with 6 or fewer penalty points deducted. 5. Given the data in rough draft, you will be able to type a legal manuscript properly spaced and arranged with 6 or fewer penalty points deducted.
LEARNING ACTIVITIES:	Place a check mark, foot mark, or anything, but indicate when you have completed an activity.

Course: TYPING II | Unit: MANUSCRIPTS | Competency No: A.1,D.38 40 | Page: 90

_____ 1. Review but do not write on the general information test Workguide pages 281-282.

_____ 2. Review any part of the test on plain typing paper--not on the Workguide pages as these will be used for the actual test.

_____ 3. Secure a test-taking center.

_____ 4. Obtain materials needed for Test 6A and Test 6B from the resource desk--slides and tape for 150 A/B.

_____ 5. View the slides and listen to the tape following the directions given for practice and taking the 5-minute timed writing.

_____6. Proofread, assisted by the tape, circle errors, and count errors and compute speed. Then record these in the upper right corner of the test. Turn in paper to the instructor.

_____7. Follow the directions for typing the 2-page letter, Part 6B of the test as given on the tape.

_____8. Proofread, assisted by the slide and tape. Count errors and put number in upper right corner of your paper and turn in to your instructor.

_____9. Return tape and slides 150 A/B and obtain tape and slides for parts 6C and 6D/slides and tape for 150 C/D.

_____10. Notify your instructor when you are ready to take the the general information test on Workguide pages 281-282. She will give you further instructions for taking this part of the test.

_____11. View slides and listen to the tape for test 6C and 6D. Do any of the warm-up practice on plain typing paper. Then take test 6C as instructed by the tape.

_____12. Proofread, assisted by the tape. Circle errors and count errors and record in the upper right corner of the paper and turn in to the instructor.

_____13. Follow the directions for typing the legal manuscript Part 6D of the test.

_____14. Proofread, assisted by the slide and tape. Count errors, record total number in the upper right corner of your paper and turn in to the instructor.

_____15. Return tape and slides 150 C/D to the resource desk. You have finished the test for Part 6. I hope you did well.

EVALUATION: Refer to the Course of Study for grading scales.

GENERAL INFORMATION TEST: Goal is 90% accuracy and the grades are:
59-60 = A 57-58 = B 55-56 = C 54 = D

PROBLEMS: Two-page letter, Table, and Manuscript
The grade will be based on the number of points earned. Major and minor errors in the problem will deduct points. A perfect paper earns 10 points. Each major error deducts 2 points from the score, and each minor error deducts 1 point from the score.

Points Earned	6	7	8	9-10
Grade	D	C	B	A